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ABSTRACT

In September 1992, a peer mentoring program was initiated at Santa Rosa Junior College (SRJC), in California, to address the disproportionately low enrollment and retention rates of minority and disabled students. This handbook is designed for colleges considering establishing similar mentoring programs and provides background information on SRJC's program and sample program materials. Following a brief preface, the objectives and outcomes for the first year of the program are described, identifying the main objectives as program development, trainee recruitment, mentor selection, the establishment of outreach programs, high school student recruitment, and increasing the visibility and recognition of underrepresented students at the college. This section also indicates that 40 underrepresented students were enrolled in the program, 30 completed the program, and 20 of these completers were selected to be peer mentors. Information is then provided on project management, the recruitment of peer mentors, the organization of the project advisory committee, the training of mentors through a campus guidance course, extracurricular concurrent activities for mentor trainees (i.e., cultural events, retreats, recognition ceremonies, etc.), the recruitment of student proteges, and the use of student peer mentors as a campus resource. Finally, initial efforts at evaluating the program are described and recommendations for colleges planning to develop a similar program are provided. Extensive appendixes provide sample brochures, forms, and articles related to each of the program's six objectives. (MAB)

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SANTA ROSA JUNIOR COLLEGE

# PEER MENTORING PROGRAM HANDBOOK

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SANTA ROSA JUNIOR COLLEGE

# PEER MENTORING PROGRAM HANDBOOK


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- Recruitment of Peer Mentors
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## PREFACE

In September 1992, Santa Rosa Junior College established a student peer mentoring program with Underrepresented Students Special Project funds from the California Community Colleges Chancellor's Office. The program was initiated to address the disproportionately low enrollment and retention rates of underrepresented students at Santa Rosa Junior College. The term "underrepresented" refers to students of ethnic minority backgrounds and students with disabilities. College staff adopted a student peer mentoring model as a strategy for providing personal assistance to underrepresented students enrolled in a predominantly "white" college.

College can be a very difficult and at times frustrating experience for the first time student. They face a myriad of academic, personal, and social adjustments and must conform to high standards of academic performance, unfamiliar surroundings, and pressure to clarify academic and career goals. Just the sheer size of the campus and the number of new faces can overwhelm the student who has left the security of high school. These problems can be compounded for underrepresented students who may lack the support of their families, especially if they are the first in their family to graduate high school and attend college.

Central to a student peer mentoring model is the creation of a welcoming friendly campus climate. Inherent in this model is an attempt to alleviate the feelings of alienation and isolation for the new student, and to provide direct access to campus resources. The student mentor also benefits through the helping relationship, gaining valuable experience for future career goals. Becoming a student peer mentor is

excellent experience for an individual contemplating a career as a counselor, teacher, or other helping professional.

This handbook has been compiled as a "how-to" manual for colleges considering establishing a student peer mentoring program. It is divided into sections, each describing an aspect of the program, and includes an appendix consisting of materials created specifically for Santa Rosa Junior College's Peer Mentoring Program. Most important, the final section, entitled "Recommendations", lists some of the challenges encountered during the first year of program operation, with considerations for colleges planning to start their own programs.

## PROJECT OBJECTIVES AND OUTCOMES

Six objectives were planned for the first year of program operation. Following are the objectives and actual achievements.

1. *Develop a comprehensive peer mentor training program for underrepresented continuing Santa Rosa Junior College (SRJC) students to be implemented by January 1993.*

A Guidance 50 ("Peer Advisors and Counselor-Aide Workshop") curriculum was modified and offered as a two unit class during the Spring '93 Semester. This was the core training for students interested in becoming peer mentors.

2. *Recruit and enroll 40 underrepresented students in the mentor training program for the Spring 1993 Semester .*

Fifty students were recruited and enrolled in the training program (Guidance 50 class). Thirty-one were of ethnic minority backgrounds and ten were students with disabilities. Two students overlapped in these areas.

3. *By 5/28/93, twenty underrepresented students (out of 30 completers) will be selected to become peer mentors.*

A total of 47 students completed the Guidance 50 course requirements and were selected to become peer mentors. Thirty of the completers were underrepresented students.

4. *Establish linkages with three Sonoma County high schools through outreach activities which provide contact between successful underrepresented student role models (mentor trainees) and underrepresented high school students and parents.*

Connections were formed with four Sonoma County high schools and four continuation high schools. Project staff and mentor trainees gave ten on-site presentations at local secondary schools. The purpose of the presentations was to inform high school seniors about the peer mentoring program and to encourage them to enroll at SRJC for the Fall '93 semester with the support of the peer mentor program.

5. *In mid-June 1993, sixty underrepresented students (out of 85 identified) who have exited or graduated from high school in June 1993 will participate in a week long Summer Institute facilitated by SRJC counselors and new mentors. Forty potential mentor/new student matches will have been identified at the end of the Institute (each mentor will be matched to two new students)*

Approximately 100 graduating high school seniors were invited to participate in the Summer Institute, held June 14-17, 1993. These students were identified and recommended by their high school counselors as individuals potentially needing a peer mentor during their first semester as a college student. Unfortunately, only 18 out of 100 actually attended the event. These students were matched up with peer mentors. Sixteen were Hispanic, two were disabled. The Summer Institute will be elaborated on in later sections.

6. *Increase the visibility and recognition of underrepresented students at Santa Rosa Junior College.*

This objective was accomplished by providing underrepresented mentor trainees the opportunity to participate in activities which supplemented their training, such as: forums and cultural events, student employment, class retreat to Westminster Woods, student panel and campus tours, guest presenters, UC Davis field trip, and high school presentations. Participation in these activities helped increase their visibility and recognition. Moreover, a campus recognition ceremony was held honoring peer mentors who had completed the training. The college's president acknowledged the peer mentors and handed out the certificates of completion.

## PROJECT MANAGEMENT

The project was "housed" in the Vocational Projects and Services Department, which administers grant funded programs serving underrepresented/economically disadvantaged students. This department manages the college's Greater Avenues for Independence (GAIN) Program in addition to Job Training Partnership Act (JTPA) contracts with the Sonoma County Private Industry Council. The department Director reports to the Dean of Science and Technology.

The Peer Mentoring Program staff consisted of a team of five people. The 60% Project Coordinator (administrator) and 100% Typist Clerk (classified) were funded by the USSP grant. The Vocational Projects and Services Director committed 5% of her time as a District in-kind contribution. In addition, the District supported the program with two Santa Rosa Junior College counselors who taught a 16 week class, training students in how to become peer mentors (Guidance 50). They also facilitated small group meetings of student peer mentors, provided one-to-one consultation with mentor trainees, and participated in a wide range of out-of-class activities with the students. The team met once a week to plan and organize all project activities, reviewing their effectiveness and making any needed modifications.

The Project Coordinator, under the direction of the Vocational Projects and Services Director, was responsible for overseeing all project activities to ensure their compliance with the project goals and objectives. His duties included recruitment of students interested in becoming peer mentors, assisting instructors in the Guidance 50 course, staffing the project advisory committee, coordinating with local high schools to

inform high school seniors about the Peer Mentoring Program at Santa Rosa Junior College, supervising the relationships between mentors and mentees, and developing the evaluation process for the program.

The Typist Clerk served as the office contact for students, faculty, and staff, and maintained records of student participants and project expenditures, in addition to providing routine clerical support to the Coordinator and Guidance 50 instructors.

The project also enjoyed the involvement of five counselors from local high schools: Santa Rosa High, Piner High, Healdsburg High, and Rancho Cotate High. The Project Coordinator worked closely with the counselors to schedule informative presentations in the high schools. The purpose of the presentations was to offer the Peer Mentoring Program as a resource for underrepresented graduating seniors considering attending Santa Rosa Junior College in the Fall 1993 Semester.

## RECRUITMENT OF PEER MENTORS

An initial project activity for the Fall 1992 was the recruitment of students interested in becoming peer mentors from Santa Rosa Junior College's student body. A recruitment plan was developed, implementing a range of strategies. All recruitment materials and orientations placed a strong emphasis on the advantages of becoming a peer mentor: the opportunity to develop leadership and advocacy skills, career enhancement, the availability of work experience credits, and student employment options.

Flyers announcing the program were disseminated throughout the campus: cafeteria, student lounge, department bulletin boards, instructors' mail boxes, etc. Flyers were printed in English and Spanish. Articles were published in the student newspaper and daily newsletter. Two orientations were held in November 1992 to inform and answer questions of interested students about the Peer Mentoring Program. Refreshments were furnished.

Project staff gave three presentations to the Interclub Council, comprised of representatives from on-campus student clubs, followed by visits to individual clubs.

During the Fall '92 Semester Professional Development Activity Day, program information was distributed to faculty members, requesting recommendations of students who might be interested in becoming peer mentors. Staff followed up by contacting individual instructors and counselors in selected departments and programs: Behavioral Sciences, Guidance, Physical Education, Disability Resources, English as a Second Language, and Puente.

Letters were sent to recommended students, announcing the program and describing the orientations. In an effort to target underrepresented students, letters were also mailed to EOPS students and African American students.

The Project Coordinator interviewed students interested in becoming peer mentors. Each student also completed a questionnaire, supplying information about his/her interest in the program. All interested students were also enrolled in the Guidance 50 class.

## PROJECT ADVISORY COMMITTEE

During the Fall '92 Semester, a project advisory committee was formed, composed of representatives from the college, participating high schools, and three student peer mentor trainees. Two advisory committee meetings were held; this advisory body provided very valuable input, especially in the areas of student peer mentor recruitment, student employment, and high school outreach. See *Appendix* for membership roster, agendas, and minutes.

## CLASSROOM TRAINING (Guidance 50)

Course content for the Guidance 50 class ("Peer Advisors and Counselor-Aide Workshop"), directed at training college student mentors, was based on a cross-cultural, anti-bias curriculum that provided students with peer helping skills. For the purpose of this course, an anti-bias approach was used to challenge prejudices, stereotyping, bias, and the "isms" in a society in which institutional structures create and maintain sexism, racism and handicappism.

In line with the goals of the Peer Mentoring Program, students enrolled in the class were from varied cultural backgrounds such as Mexican and Central American, African American, Eritrean, Brazilian, and Euro-American. Of the 50 students enrolled, 30 were from underrepresented groups, and 8 were students with disabilities.

Given this rich cultural diversity, one of the major goals was to acknowledge and explore differences and commonalities in a safe and open context. Another goal was to draw on contemporary issues so that students would see themselves and their concerns reflected in a more global and historical perspective. As a way of setting the climate instructors began the semester with a discussion of Maya Angelou's timely Inaugural Poem, "On the Pulse of the Morning." The poem addressed another one of our objectives for the students, which was to foster an understanding of one's individual responsibility in relation to self and others.

The initial phase of the course was designed to promote comfortable self-knowledge leading to a greater awareness of and empathy with others. Students were first asked to examine their own feelings of exclusion and inclusion. Other

activities involved the creation of a Venn Diagram with students sharing commonalities and differences in triads. Students kept weekly journals as a way of communicating with instructors their individual feelings about the course and as a means of self-reflection and problem solving.

As part of the class' focus on exploring others' cultural values and belief systems using real life experiences, students attended a lecture by Chicano scholar activist, Jose Cuellar. Cuellar emphasized critical thinking, historical awareness,self-reflection, and community centeredness in the creation of intercultural programs, qualities he was able to explain through a rich portrayal of Chicano music. U.C. Berkeley scholar, Ronald Takaki, presented a noon time lecture on the making of a multicultural America which the students were able to see on video. Takaki challenged his audience to learn about one another so that we could better define the term "we."

Peer helping skill development was an essential component of the class. Drawing on the expertise of the college's consulting psychologist, the instructors stressed active listening, campus resource and referral knowledge, and the importance of confidentiality. They also worked with the Disability Resources Department to foster a keener awareness of the issues facing people with disabilities. The intent was to confront false assumptions, barriers, access, biases, and attitudes. Students learned ways to be more effective in relating to people with disabilities by exploring their own biases and attitudes. Student dyads, group process and role playing were effective techniques for learning and developing helping skills. Students supporting students was their major focus. Most importantly, the intent was <u>not</u> for

student mentors to become student therapists or academic counselors.

Not only were peer mentor trainees provided with lists of community and on-campus resources, but they were also trained in how to effectively access resources and make appropriate referrals.

The retention rate neared 100%. Students were active participants in small group processes and kept journals; they were also involved in on and off campus activities. Having two instructors interacting with each other and the class was invaluable, as noted by students and administration. They were able to model openness, social ease, conflict resolution, and cross cultural communication since one is of African American heritage and the other of European American heritage.

## CONCURRENT ACTIVITIES

Concurrent with enrollment in Guidance 50, peer mentor trainees were asked to participate in a range of other program activities to enhance their training. Each student selected from among a list of activity options, recording a completed activity on a log. In June 1993, students participating in these "extracurricular" activities received awards.

### a. Forums/Cultural Events

In addition to the Guidance 50 class, optional weekly one hour forums were held on different issues of interest for the peer mentor trainees. The principal goal of the forums was to offer a safe small group setting in which students could communicate their feelings and share experiences. Guidance 50 instructors/counselors facilitated the forums. Trainees were also encouraged to attend on-campus Arts & Lectures and other cultural events.

### b. Student Employment

A key feature of the Peer Mentoring Program was the "field placement" component, or student employment. The placement of mentor trainees in paid positions in campus student service offices and departments served three purposes. It was an opportunity for students to gain first-hand knowledge about campus resources, and the specific processes for accessing these services. Student employment also offered a monetary incentive for students interested in becoming peer mentors. Finally, the placement of peer mentor trainees in busy student services offices increased the visibility and recognition of underrepresented students.

Mentor trainees were placed as student employees in the following offices and departments: Financial Aid, English as a Second Language, College Skills, Counseling, Staff Resource Center, and the College Bookstore. During the Spring '93 Semester, USSP funds were used to match (50/50) District student employment funds. This was presented as an incentive for departments and offices to hire a peer mentor employee. Other departments (Student Activities, EOPS, Library) also hired peer mentor trainees, but did not select the shared salary option.

The original plan was to place all peer mentor trainees in four week rotating assignments for exposure to a maximum of four campus offices during the course of a semester. Early in the project year, it became apparent that this would not be feasible, with departments concerned that a four week placement was much too brief and insufficient time for a student to learn about each office's unique procedures and operations. Moreover, several peer mentor trainees were unable to participate in student employment due to schedule conflicts; others were already employed off campus.

Arrangements were also made for mentor trainees to "job shadow" staff in selected student services offices in order to learn about available campus resources.

**c. Class Retreat: Westminster Woods**

In an effort to express appreciation for the students, staff organized a day long retreat for mentor trainees in West Sonoma County. The purpose was to build group cohesiveness and also to solicit input from students in planning the Summer Institute scheduled for June '93. The trainees participated in trust building exercises, and broke into small groups to brainstorm ideas for the Summer Institute. The program

provided transportation and lunch for the participating students. Where necessary, program staff assisted students in obtaining releases from their regularly scheduled classes.

**d. Student Panel/Campus Tours**

At an event sponsored by Santa Rosa Junior College's Transfer Center, mentor trainees participated in a panel discussion about college life, and served as tour guides. This welcoming event for high school students provided contact between mentor trainees and future SRJC students. A secondary benefit was campus visibility for underrepresented students and the Peer Mentoring Program. The mentors involved enjoyed the public speaking opportunity and the recognition.

**e. Guest Presenters**

Underrepresented mentor trainees were invited to attend a Santa Rosa Junior College Child Development class to addresss issues of cultural diversity, racism, and disability. This activity offered child development students the opportunity to learn from the mentors' experiences, and at the same time, allowed the trainees to express their feelings about very personal issues in a safe classroom setting.

**f. UC Davis Field Trip**

In May 1993, the Guidance 50 class and program staff visited the University of California at Davis to observe their exemplary student assistance program. This activity exposed the students to a full range of peer assistance programs. The field trip also introduced junior college students to a four-year university.

**g. High School Presentations**

Peer mentor trainees were invited to participate in the project's high school

outreach efforts. The Project Coordinator scheduled presentations with the assistance of high school counselors. An average of five peer mentor trainees accompanied the Project Coordinator to each presentation. A total of ten presentations were held at four local high schools and two continuation schools. The purpose was to inform selected high school students about the Peer Mentoring Program, and to invite them to the Summer Institute.

**h. Recognition Ceremony**

At the end of the Spring '93 Semester, a ceremony was held recognizing those students who had completed the Guidance 50 training and acknowleging their new roles as Santa Rosa Junior College peer mentors.

Invitations were mailed to the members of the Santa Rosa Junior College Board of Trustees, the Peer Mentoring Advisory Committee, college administrators, and other key staff who had participated in the project. Mentors were also encouraged to invite family and friends. The Santa Rosa Junior College President and Project Coordinator presented each student with a certificate of completion, and a Santa Rosa Junior College Peer Mentoring Program lapel pin. Several peer mentors spoke and acknowledged program staff.

## RECRUITMENT OF STUDENT MENTEES

The first semester program objectives focused on the development of a comprehensive peer mentor training program, with the plan that the actual mentoring relationships would start with the Fall '93 Semester. The next step was to identify underrepresented Sonoma County youth planning on attending Santa Rosa Junior College and to inform them about the SRJC Peer Mentoring Program.

**a. Collaboration With Local High Schools: Santa Rosa, Piner, Healdsburg, Rancho Cotate.**

As mentioned previously, the Project Coordinator worked closely with high school counselors to plan a series of presentations to underrepresented graduating seniors planning on attending SRJC. In addition, the counselors provided names and addresses of students to be invited to the Summer Institute. This cooperation was essential for reaching underrepresented graduating seniors.

**b. Summer Institute**

The Summer Institute was to be the culmination of the peer mentoring training program, and the first formal assignment of newly selected mentors. Through this four day event, peer mentors and recently graduated high school students would be paired. The Institute was to offer a bridge for underrepresented students transitioning from high school to college. When students entered college in Fall '93, they would already have a relationship with a supportive peer mentor.

The Institute was held June 14-17, 1993 in a large classroom at the Santa Rosa Junior College campus. The hours were 10:00 a.m. to 3:30 p.m. Lunches were

provided for all participants. The Project Coordinator and Guidance 50 counselors/instructors and peer mentors facilitated the Institute. Activities included a campus tour, getting-to-know-you exercises, and three guest presenters (two Hispanic men and one African American man). A brief orientation to the college was also presented. The entire last day was spent on a cultural field trip to the San Francisco DeYoung Museum, which was hosting an Ancient Mexican Native Art exhibition.

As previously referenced, although approximately one hundred recently graduated high school seniors were invited to the Institute, only 18 attended. Twenty peer mentors also attended. All 18 students were assigned a peer mentor at the conclusion of the Institute.

Project staff have speculated about the reasons for the low attendance at the Summer Institute. School had just ended the Friday before, summer vacation had begun, and many students may not have been inclined to commit to a four-day event, held in a school setting. Other underrepresented student activities were also held at exactly the same time as the Summer Institute, and many students attended those events. In contacting the high school graduates recommended by the counselors, staff learned that some students were not planning to attend SRJC in the Fall '93. Others already had summer jobs which conflicted with the Summer Institute, and some had already made plans to leave town on vacation. In retrospect, a Summer Institute or other new student welcoming event might have had greater attendance if it had been scheduled for the week before the start of the Fall '93 Semester.

**c. Fall '93 Mentee Recruitment Activities**

Some of the mentoring relationships established during the Summer Institute

dissolved during the summer 1993 due to irregular contact between mentors and "mentees." Thus, it became evident that a strong program focus for the Fall '93 Semester should on be informing new students about the availability of peer mentors.

At the beginning of the semester and during "Club Days," the Project Coordinator and peer mentors staffed a booth and distributed flyers about the program. Three information sessions were also held for students interested in having a peer mentor.

Program staff also enlisted the assistance of campus departments in identifying and referring students in need of a peer mentor. The following departments were particularly helpful: English as a Second Language, Disability Resources, Counseling, Reentry, Psychological Services, and EOPS.

## STUDENT PEER MENTORS AS A CAMPUS RESOURCE

After a year of program operation, staff have concluded that peer mentors can be an invaluable resource to a community college. Their involvement and contributions go far beyond the basic student-to-student relationship. As a result of this project, Santa Rosa Junior College now has a cadre of trained peer mentors performing in the following diverse capacities:

Some work in one-to-one relationships with incoming students. New students learn about the mentoring program via campus newspapers, counselors, instructors, and/or friends. Students seeking a peer mentor are very diverse, from older reentry students to recent high school graduates. The mentoring relationships are arranged and supervised by the Project Coordinator. The student searching for a mentor meets with the Project Coordinator; his/her needs and preferences are taken into consideration in the matching process. If the relationship is not to the student's satisfaction, the process begins anew to select a second peer mentor. Currently there are approximately 12 on-going mentoring relationships, and the number is increasing primarily due to referrals from campus counselors.

With the goal of increasing the accessibility of peer mentors in general, peer mentors have also been stationed at key campus locations: Student Activities, Health Services, Transfer Center, and the Student Center. These are volunteer positions, jointly supervised by the Project Coordinator and the site supervisor.

Peer mentors seeking student employment positions are registered at the Student Employment Office. They have a distinct advantage during the hiring process as they offer their unique student assistance expertise to the department in addition to

being able to perform the standard job duties.

Campus departments continue to draw from SRJC's "pool" of trained peer mentors, inviting their participation in various campus outreach, orientation and transfer events, such as Welcoming Day sponsored by Student Activities and College Transfer Day sponsored by the Transfer Center.

During the Fall '93 Semester, a one-unit Guidance 50 course was offered for peer mentors. This class provided further training and a format for discussing their mentoring relationships with new students. Taught by the same two instructors/counselors, mentors received guidance in working with their assigned mentees. During the past year, the underrepresented student mentors developed a strong sense of community among themselves, essentially forming their own support group.

## EVALUATION

The impetus for Santa Rosa Junior College's peer mentoring program was to increase the enrollment and retention of underrepresented students. A true evaluation of the effectiveness of this model will require a longitudinal study of student outcome data. Since the actual mentoring relationships did not begin until the Fall '93 Semester, no retention data is yet availble to collect. Nevertheless, project staff conducted a survey of peer mentors to determine whether the program was successful in meeting their expectations. The Coordinator worked with three peer mentors to develop a questionnaire, which was then mailed to all students who completed Guidance 50.

As of the time of this writing, seven completed surveys have been returned. The information gathered from the surveys indicates that the peer mentors felt the program was successful in meeting its objective of assisting new SRJC students. Peer mentors expressed that the Guidance 50 training was very helpful, not only in the development of mentoring skills, but for their own individual growth in personal and professional relationships. Examples of their general sentiments follow:

"I experienced that the program is magnificent. One reason why I believe that is because its major focus is to assist students from minority groups and students with physical disabilities."

"I am happy to say I helped two students enroll in self-paced classes . . . (One) saw the class to the end and is enrolling as a regular student in the spring. I am helping another who has been at the JC for two years to sign up for financial aid. He


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didn't think he was eligible."

"I learned a great deal about people and how to handle certain situations. I think I am a better person because of it."

"I know that the program filled a need I had and part of that was to feel useful and helpful to others; the problem I had was that I had not sought information on how to be better at helping others . . . I grew a lot with the information I soaked up in class and in connection to the program."

## RECOMMENDATIONS

The purpose of this section is to offer suggestions and considerations for colleges planning to develop a peer mentoring program or other similar student assistance project. The recommendations presented are based on Santa Rosa Junior College's experience during the first year of program operation.

During the initial planning stages, it is critical that a college identify and earmark funds to adequately institute and support a peer mentoring program. A successful program must have the full commitment of the District, including assurance that there is sufficient staffing to carry out the objectives of the program. It is unrealistic to assume that existing district staff and faculty will have the time and resouces to establish and manage a brand new student assistance program.

The college must identify a "home base" for the peer mentoring program. This refers to a physical location as well as its placement within the college's administrative structure. Although a program needs a single administrative and physical "home," all campus departments can benefit from its existence. Whether a peer mentoring program is administered out of Student Services or Academic Affairs, staff should stress its benefits to the entire campus community.

If resources allow, a college should consider peer mentors as student employees and pay them for their services and contributions to the campus. By adopting a policy of paying student mentors, a district confirms its commitment to the program and validates the mentors themselves.

As colleges develop their student equity plans, they might consider that a peer mentoring program is an excellent strategy for meeting student equity goals.

When planning a mentoring program, it is suggested that colleges take a broad approach in determining peer mentor responsibilities. When this program was conceived at Santa Rosa Junior College, staff assumed that the focus would be limited to one to one relationships between the peer mentors and new students. We envisioned the Summer Institute as the first official opportunity for mentors to link with incoming students. As mentioned before, the Summer Institute did not produce the desired results; due to the low high school student attendance, a limited number of mentor-mentee relationships were formed at its conclusion. A more prudent strategy might be to integrate peer mentors into existing college outreach and orientation activities. New students seem to be more inclined to seek out assistance once they are on campus.

As referenced previously, a peer mentoring program has the potential of becoming an excellent resource for a college. When well integrated into the range of college outreach, orientation, and student welcoming activities, peer mentors are, in a sense, college ambassadors. Colleges are strongly encouraged to be innovative and flexible in planning how to use peer mentors on campus.

# APPENDICES

# PROJECT MANAGEMENT

## Peer Mentoring
## Project Coordinator

**Filing Deadline: Tuesday, September 15, 1992**

This is a part-time, 20 hours per week, categorical supervisory management position in the Basic Skills/Vocational Studies Department (BSVS). Funding in effect through June 30, 1993. Under the general direction of the Director, BSVS, the Coordinator will have responsibility to develop, implement, and coordinate a peer mentoring program for underrepresented students at SRJC; carry out all projects in accordance with grant requirements; and supervise classified staff assigned to this project.

### General Duties

The Coordinator has the following major duties:

- Oversee all project activities to ensure compliance with project goals and objectives.
- Serve as staff to advisory committee.
- Monitor project budget.
- Assist in the development and implementation of the project evaluation system.
- Plan and schedule times and locations of Guidance 50 course, high school outreach and Summer Institute activities. Assist instructors with development of instructional materials and in arranging guest presenters for Guidance 50 course and Work Experience Education seminars.
- Plan and arrange for mentor trainee outreach activities at local high schools and arrange for mentor trainees to visit other community college model mentoring programs (Guidance 50 "field trips"). Work with SRJC Audio Visual Department to produce a promotional video to be used in secondary school outreach activities.
- Visit targeted Sonoma County high schools to describe SRJC mentor program to faculty and counselors.
- Establish cooperative agreements with campus departments, including Work Experience Education, to identify four week rotating work experience placement for mentor trainees.
- Coordinate campus outreach efforts to identify those SRJC second semester underrepresented students who would be potential mentors. During Spring '93 semester, assign mentors to work experience sites and monitor placements.



- Assist SRJC counselors in selecting 20 mentors, and facilitate actual matches between first time SRJC students and trained mentors. Plan and coordinate all mentor recognition activities.
- With input from project director, compile and disseminate final report.

### Qualifications

Requires two years of college. Additional qualifying experience may be substituted for the required education on a year - for - year basis. Knowledge of community college policies and resources including EOPS, financial aid and other student services and programs. Requires the ability to communicate effectively with diverse student populations; liaison with feeder high schools, campus student services, personnel, and instructors; work independently, initiate and organize activities; promote the project on campus and in the community high schools; and possess excellent verbal and written skills. Requires a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students.

**Preferred:**
Bilingual ability in English and Spanish strongly desired; Bachelor's degree; previous experience in a responsible position in a community college or university coordinating or directing programs for underrepresented populations.

### Application Procedures

Applicants must submit:

1. A completed Santa Rosa Junior College Faculty Application Form and Applicant Notification Form. Affirmative Action Data Sheet and Registry Form are both optional.
2. Completed supplemental questionnaire.
3. Cover letter
4. Resume
5. Three current letters of reference specific to this position.

*If you are in need of special services or facilities due to a disability in order to apply or interview for this opening, please call the Personnel Department.*

All documents included in your application file become the property of the college and will not be returned. Your file for this opening will not be considered for future openings. New documents must be submitted for each opening.

Those applicants most suitably qualified for the position will be invited to appear for oral interviews before a Screening Committe and the Superintendent/President. The Screening Committee may include representatives from the Faculty, the Administration, the Classified Staff, the Student Body, and the Board of Trustees.

Santa Rosa Junior College regrets that applicants cannot be reimbursed for expenses related to the application or interview process.

### Application Materials

To receive application materials, please contact:

Personnel Department
Santa Rosa Junior College
1501 Mendocino Avenue
Santa Rosa, CA 95401
(707) 527-4688

*It is the candidate's responsibility to be sure that ALL required materials are in the Personnel Office by 5:00 p.m. on the closing date to be considered for this position.*

### Contractual Conditions

The salary will be based on the Santa Rosa Junior College Management Salary Schedule. Salary is between ~~$2,117 - $2,579~~ per month with the maximum placement at mid-range; placement within this depends upon experience.

The Coordinator may join either State Teacher's or Public Employee's Retirement Systems (depending on prior Membership). Supervisory management personnel are granted twenty (20) days of vacation per year or earn 1.667 days per month. There are approximately fourteen (14) holidays per year.

**District-paid insurance plans include:**
- Health & Dental, Vision Care, Life
- Long-term Disability, Worker's Compensation

### Affirmative Action

Santa Rosa Junior College is an equal opportunity/affirmative action employer. The policy of the college is to encourage applications from ethnic/racial minorities, women, persons with disabilities, and Vietnam-era veterans. No person shall be denied employment because of ethnicity/race, color, sex, age, religion, marital status, disability, sexual orientation, national origin, medical conditions, status as a Vietnam-era veteran, ancestry, or political or organizational affiliation.

August 18, 1992

Dear Faculty or Staff Member:

SRJC will be starting a new project in the Fall '92 to implement a peer mentoring program for underrepresented students. Administered by the Basic Skills/Vocational Studies Department, the intent is to provide personalized contact for first time18-20 year olds who are ethnic minority or disabled students.

The first year will focus on training underrepresented students who are interested in becoming peer mentors, with the actual mentoring relationships beginning Fall '93 Semester. During Spring '93 Semester, peer mentor trainees will participate in a comprehensive training program which will include enrollment in a guidance course, 4 week rotating paid on-campus field work assignments, outreach to local high schools, and visitations to other college peer mentoring programs.

We need your help in recruiting potential mentor trainees. This program would be ideal for students pursuing academic or career goals in teaching, counseling, or other human services. Mentor trainees should be 18-20 year old students planning on continuing in the Fall '93. We are especially looking for students who are bicultural and bilingual in Spanish.

To refer a student, please complete and return the bottom of the sheet to the Basic Skills and Vocational Studies Department by **September 4, 1992**. And thank you for you input!

The Sonoma County Junior College District is committed to providing equal opportunities for all students, employees and applicants regardless of ethnicity/race, color, sex, age, religion, marital status, sexual orientation, disability, national origin, medical conditions, status as a Vietnam-era veteran, or political or organizational affiliation. The lack of English language skills will not be a barrier to admission and participation in the college's vocational education programs. In addition, the district is committed to overcoming sex discrimination and stereotyping in vocational education programs.

---

MENTOR TRAINEE REFERRAL

Student Name _____ Soc. Sec. # _____

Reason for Referral _____

_____

Instructor Name_____

## Peer Mentoring Program Information

As you know, going to college can be a very difficult and, at times, overwhelming experience. First year students find that they have to make many academic, personal, and social adjustments. These pressures can be compounded for students from ethnic minority backgrounds since they may not only be facing college shock, but culture shock as well.

The Peer Mentoring Project is designed to provide encouragement and guidance to new high school graduates, with a special focus on underrepresented students attending SRJC for the first time. **"Underrepresented students" are students from groups that are presently underrepresented in the SRJC community; this category includes students of ethnic minority backgrounds and students with disabilities.** We also welcome other students who wish to develop their people-helping skills. We hope that the long-term effects of the program will be improved enrollment, retention, and transfer of underrepresented students.

**Role of the Peer Mentor:**

A) To provide information about the college.
B) To offer emotional support in time of need.
C) To empathize with a student's problems.
D) To be a positive cultural role model.

## Program Schedule:

**Fall 1992**

1) Recruitment and enrollment of mentor trainees from current student body.

**Spring 1993**

2) Training of mentors through Guidance 50, a class that teaches essential helping skills, effective communication, service referral, and limit-setting.
3) Optional employment and paid training to gain hands-on knowledge of campus resources.
4) High school outreach activities.

**Summer 1993**

5) Participation of mentors in a week-long institute that includes college orientation, field trips, and pairing of mentors and new students.

**Fall 1993**

6.) Peer mentoring relationships begin. **Peer mentors must make a commitment to be available in the Fall of 1993.**

If you're interested in becoming a peer mentor or have questions about the program, please call Juan González at 527-4838, or Susan Aceves at 527-4364.

Santa Rosa Junior College VOCATIONAL PROJECTS & SERVICES

September 23, 1992

Dear

Your name has been given to us an an individual who might be interested in becoming a student peer mentor. A two unit workshop will be offered Spring '93 semester to train students to become peer mentors. The class will be held Monday and Wednesday, 11:00 am - 12:00 noon. You will be advised of the section number and receive more information about this new opportunity at SRJC at an orientation meeting during the first week in November. The date and location of the orientation meeting will be announced soon. In the meantime, if you would like to know more about becoming a student peer mentor, please call the Basic Skills & Vocational Studies Department at 527-4364.

Sincerely,

Stephanie Thompson, Director
Basic Skills & Vocational Studies Department

ST/bn

cc: Office file



1501 Mendocino Avenue, Santa Rosa, CA 95401-4395 (707) 527-4766 • FAX (707) 527-4816 • Sonoma County Junior College District

# Santa Rosa Junior College

VOCATIONAL PROJECTS & SERVICES

October 14, 1992

Dear

A faculty member has recommended you as a student who might be interested in a new program at SRJC.

In Spring '93, Santa Rosa Junior College is starting a project to train students to become peer mentors. In the Fall '93, mentors will be teamed up with new SRJC students. The idea is to provide personalized contact and support for students who are new to this campus.

This is an excellent opportunity for you to develop leadership and advocacy skills while working one-on-one with new students. Work experience credits and student employment are available.

You will learn how to become an effective peer mentor through enrollment in a two unit Guidance 50 class in Spring '93 semester.

You are invited to attend an orientation about the Peer Mentoring program on Friday, November 6th, 1:00 - 2:00 pm in Library, Room 1.

In the meantime, if you have any questions, please contact the Basic Skills & Vocational Studies Department at 527-4766.

We are excited about this project and it's possibilities. We look forward to meeting you!

Sincerely,



1501 Mendocino Avenue, Santa Rosa, CA 95401-4395 (707) 527-4766 • FAX (707) 527-4816 • Sonoma County Junior College District

Santa Rosa Junior College VOCATIONAL PROJECTS & SERVICES

October 19, 1992

Dear

In Spring '93, Santa Rosa Junior College will start a new program to train students to become peer mentors. In the Fall '93, mentors will be teamed up with new SRJC students. The idea is to provide personalized contact and support for students who are new to this campus. This project has a special emphasis in recruiting underrepresented students to become peer mentors.

This is an excellent opportunity for you to develop leadership and advocacy skills while working one-on-one with new students. Work experience credits and student employment are available.

You will learn how to become an effective peer mentor through enrollment in a two unit Guidance 50 class in Spring '93 semester.

You are invited to attend an orientation about the Peer Mentoring program on Friday, November 6th, 1:00 - 2:00 pm in the Library, Room 1.

In the meantime, if you have any questions, please contact the Basic Skills & Vocational Studies Department at 527-4766.

We are excited about this project and it's possibilities. We look forward to meeting you!

Sincerely,

Stephanie Thompson
Director, Basic Skills & Vocational Studies Department



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# BEAR FACTS

MONDAY NOVEMBER 2, 1992

**BECOME AN SRJC STUDENT MENTOR.** Peer mentoring presents an opportunity for a diverse student population on campus to develop advocacy and leadership skills. It offers and opportunity for career enhancement while working one-on-one with new students. Paid work experience is a possible option. The first orientation will be Friday, November 6, from 1-2pm in Library Room 1. For more information call 527-4766. S. Thompson

The Oak Leaf Volume 88 Issue 9 11/5/92

# New peer mentoring program reaches out to at-risk students

By Scot Frazier *staff writer*

The Vocational Skills Department is introducing a new program to SRJC this fall. The program, called "Peer Mentors," will help new students become accustomed to the SRJC campus and college life. Peer Mentors will provide long term, peer counseling for individual students and should be fully operational by fall of 1993.

The goals of the Peer Mentoring program are to encourage enrollment, and promote retention of students throughout the year.

The first year program will focus on underrepresented students (ethnic minorities, physically challenged, etc.), then broaden to encompass a wide range of first year students.

Unlike other peer mentoring programs, the SRJC program plans to use students as mentors. Each mentor will be assigned two students to work with at a time. The belief is that students will become more comfortable with fellow students, rather than teachers.

The mentors will be trained in all areas of SRJC's programs and protocol, and will use their experience to help new students at the students' request. From scholarships to work experience, the mentors will provide support and counseling.

The Vocational Skills representatives of the program will be traveling to local and Sonoma County high schools to find students who are interested and encourage them to continue school with help from the mentoring program.

Becoming a peer mentor requires registering for Guidance 50. The class will be altered this spring from it's regular format to accommodate the new program.

Mentors will receive, in exchange for their efforts, career enhancement opportunities, the opportunity to develop leadership skills, and the possibility of paid work experience credit. The program is trying to focus on recruiting ethnically underrepresented and physically chal-

*See Mentoring, back page*

*The Oak Leaf* Volume 88 Issue 9 11/5/92

# Mentoring

*from page three*

lenged, etc.), then broaden to encompass a wide range of first year students.

The program is trying to focus on recruiting ethnically underrepresented and physically challenged students to become mentors, but everyone is heartily welcome

There is an orientation meeting for interested peer mentors this Friday, November 6, from 1 - 2 p.m. in room 1 of the Plover Library.

At the end of the spring class, more than 20 of the students will be chosen to become mentors. The chosen students will be matched up with high school graduates this summer.

For more information, contact Juan Gonzalez or Stephanie Thompson at 527-4956.

# Are you interested in:

Working one-on-one with new students at SRJC?
Career enhancement opportunities?
Paid Work Experience?
Developing leadership skills?

## Students Helping Students
## Peer Mentor

Peer mentoring will offer support for new students and ensure their successful transition to college.
Peer mentoring also presents an opportunity for a diverse student population at SRJC to develop advocacy and leadership skills.
Peer mentor training will be offered through a two unit (transferable) Guidance 50 course in Spring Semester 93.

Come to our brown bag Orientation Meeting
November 17, 12 – 1:00 p.m
Plover Library Room 1

For more information, please contact
Basic Skills and Vocational Studies at 527-4766

## Students Supporting Students!
## Become an SRJC Peer Mentor

*SRJC Peer Mentoring*

# Estás Interesado en:

¿Trabajar mano a mano con
un estudiante nuevo de SRJC?
¿Oportunidades para tu carrera?
¿Experiencia de trabajo pagado?
¿Desarrollar tus abilidades como lider?

## Estudiantes Apoyando Estudiantes
## Amigo Guía

Amigo Guía ofrece ayuda a estudiantes nuevos asegurando éxito en la transición al colegio. Amigo Guía ofrece también la oportunidad para los estudiantes en el Colegio de Santa Rosa de desarollar su vocación y sus abilidades de lider. Entrenamiento para Amigo Guía se ofrecerá en la clase de Guidance 50 en la primavera de semestre de 1993, con 2 unidades transferible a la universidad.

Venga a la reunión de orientación,
"Por favor traiga su propio almuerzo"
17 de noviembre, 12 - 1:00
Biblioteca Plover, Sala # 1

Para obtener información comuníquese al
Basic Skills and Vocational Studies Departamento
Teléfono: 527-4766

Estudiantes Apoyando Estudiantes

SRJC Amigo Guía

## AGENDA FOR ORIENTATION MEETING

1. INTRODUCTION

2. WHAT IS A PEER MENTOR?

3. OVERVIEW OF PROGRAM
    a. Purpose
    b. Benefits

4. CURRICULUM: GUIDANCE 50

5. ANY QUESTIONS?

6. TIME FOR SETTING UP APPOINTMENTS WITH JUAN GONZALEZ

# Santa Rosa Junior College

VOCATIONAL PROJECTS & SERVICES

November 19, 1992

TO: Alma Castillo, President, MEChA
Ameera Kidane, President, African Student Union
Tesfai Haggmara, President, Eritrean Community

FROM: Juan A. González, Peer Mentoring Project Coordinator

SUBJECT: Peer Mentoring Project

My name is Juan González, Coordinator of the Peer Mentoring Program, and I am writing to you today to ask for your help in the recruitment of (Hispano/Latino, African American, Eritrean) and other minority students into the program.

As you may already know, the Santa Rosa Junior College is beginning this new program with the goal of providing assistance for underrepresented students. This assistance will be in the form of especially trained peer mentors who will provide a variety of services to new high school graduates of minority backgrounds. We hope that the program will increase enrollment and decrease the drop-out rate of minority students.

If you know any students that would be interested in becoming peer mentors, or if you want more informaiton regarding this project, give me a call at 527-4838. I would be more than happy to attend one of your organization's meetings to present the program and answer any questions. Thank you for your time.



1501 Mendocino Avenue, Santa Rosa, CA 95401-4395 (707) 527-4766 • FAX (707) 527-4816 • Sonoma County Junior College District

E-MAIL MESSAGE TO CAMPUS COMMUNITY

Message. Dated: 11/23/92 at 1600.
Subject: PEER MENTORING PROGRAM
Sender: Suzanne COTE / SRJC/01 Contents: 2.

Part 1.

TO: DISTRIBUTION

Part 2.

The following message is from Juan Gonzalez, Peer Mentoring Coordinator:

My name is Juan Gonzalez, Coordinator of the Peer Mentoring Program, and I am writing to you today to ask for your help in the recruitment of minority students into the program.

As you may already know, Santa Rosa Junior College is beginning this new program with the goal of providing assistance for underrepresented students. This assistance will be in the form of especially trained peer mentors who will provide a variety of services to new high school graduates of minority backgrounds. We hope that the program will increase enrollment and decrease the drop-out rate of minority students.

We have already had two orientations for the program. Only two students with African heritages, one from Eritrea and the other from Brazil, have come for initial interviews with me. We are doing everything in our power to inform students about this opportunity, but we need your help in reaching them.

If you know any students that would be interested in becoming peer mentors, or if you want more information regarding this project, give me a call at 527-4838. I would be more than happy to present our program during one of your classes or department meetings. My assistant, Susan Aceves, will give you a call next week to set up an appointment with you. Thank you for your cooperation.

MESSAGE > MAIL

Mailed on 11/23/92 at 1606.

Outtray >

PEER MENTORING QUESTIONNAIRE

If you are interested in becoming a peer mentor, or if you simply want more information, **please set up an appointment with Juan Gonzalez as soon as possible!** Be sure to complete this questionnaire and either bring it with you when see him, or return it to one of the Peer Mentoring staff members immediately after the Orientation Meeting. Thank-you!

Name _____ Phone _____

Address _____

City _____ Zip _____

Social Security # _____

When did you first attend SRJC? _____

How many units have you completed? _____

How many units are you currently enrolled in? _____

Do you plan to attend SRJC in spring '93? _____

Do you plan to attend SRJC in fall '93? _____

Do you have a job? _____

Are you participationg in on-campus College Work Study? _____

Are you participating in district paid student employment?_____

How many hours do you work per week? _____

What are your educational (school) goals? _____

_____

What are your career goals? _____

_____

How did you hear about the Peer Mentoring program? _____

_____

Why are you interested in becoming a peer mentor? _____

_____

_____

_____

_____

_____

Santa Rosa Junior College
BASIC SKILLS AND
VOCATIONAL STUDIES DEPARTMENT

December 4, 1992

Dear student:

Hello! My name is Juan González, and I am writing to you today to make you a proposition that could change your life.

The Santa Rosa Junior College is beginning a brand new Peer Mentoring Program. The goal of this program is to provide assistance to new high school graduates of underrepresented backgrounds who are planning to attend the SRJC. This assistance will be in the form of especially trained peer mentors, who will serve as positive role models for the new students.

As you may already know from your own personal experience, students of minority backgrounds are sometimes at a disadvantage when they go to college. Each person's situation is a unique combination of factors. Some students lack encouragement and support from family and friends, so the difficulties of college life seem overwhelming. This is why many do not even apply to college, and some do come only to drop out later.

These students might have acheived their academic goals if a positive role model had been present to help them through the tough times. That's why I've written you--to invite *you* to become a peer mentor. This is *your* chance to make a difference, to play a constructive role not only for the person you mentor, but for the community at large.

If you are interested in becoming a peer mentor, or know of other students who would be interested in becoming peer mentors, give me a call at 527-4838. I would be more than happy to meet with you and answer any of your questions. Thank you for your time.

Sincerely,

Juan A. González
Peer Mentor Project Coordinator



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Santa Rosa Junior College VOCATIONAL PROJECTS & SERVICES

December 15, 1992

Dear Counselor,

The Peer Mentoring Program is still recruiting! Please remember to share information about this program with your students, especially if they have a disability, are from an ethnically underrepresented group, or are simply interested in human service/education-related careers.

Students interested in becoming peer mentors will become knowledgeable about campus resources, learn how to make appropriate referrals, and enhance their communication and leadership skills. As peer mentors they will serve as positive role models to recent high school graduates who are form diverse ethnic groups, or who have disabilities.

Attached is an information sheet that you can copy and distribute. The required two-unit Guidance 50 class is still open. If you would like to recommend someone to us, or have any questions about the program, please call one of the numbers listed below. I hope your holidays are inspiring and relaxing!

Sincerely,

Susan Aceves

Peer Mentoring Program staff:

| | |
|---|---|
| JuanGonzález, Coordinator | Monday-Friday, 12:30-4:30.....ext. 4838 |
| Susan Aceves, Assistant | Monday-Friday, 8:00-5:00.....ext. 4364 |



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# PEER MENTORING PROGRAM

The Peer Mentoring Program is an opportunity for experieced SRJC students to help recent highschool graduates make a smooth transition to college life. It especially encourages the recruitment of students who are of ethnic minority backgrounds or are disabled. The Peer Mentoring process includes the following features:

*Recruitment of peer mentor trainees

*Training through enrollment in a 2 unit Guidance 50 course in spring '93

*Opportunities to become familiar with the resources available on campus

*Possibilities for student employment and work experience/community involvement credits

*Matching of peer mentors with incoming high school seniors during summer '93 workshop

Actual peer mentoring will begin in fall '93. For more information regarding the program, please contact Susan Aceves at 527-4766 or Juan Gonzalez at 527-4838.

**********

**Be sure to enroll in Guidance 50 in spring '93 !**
**a two-unit course**

**Mondays and Wednesdays**
**11:00-12:00 p.m.**

**GUID 50**
**Section # 5005**
**Location TBA**

# PROJECT ADVISORY COMMITTEE

## Peer Mentoring Advisory Committee Members

Susan Aceves, Clerical Assistant
Peer Mentoring Program

Gary Anderson, Director
Work Experience Education

Virginia Boswell, Assistant
Student Employment Center

Elisa Conti, Job Placement Spec.
Learning Services

Brenda Collins, Instructor
Behavioral Science

Zoe Forbes, Secretary
College Skills

Russ Fuller, Counselor
Piner High School

Juan González, Coordinator
Peer Mentoring Program

Charlotte Granderson, Counselor
GAIN Program

Greg Granderson, Counselor
EOPS

Karin Guzmán, Counselor
ESL

Cheryl Hanson, Instructor/Coord
College Skills

José Hernández, student
Peer Mentoring Program

Karen Kellam, Counselor
Counseling

Ted Keyes, Mentor
100 Black Men

Kathleen Kraemer, Counselor
Disability Resources

Laura Larque, Recruitment Specialist
EOPS

Krista McAtee, student
Peer Mentoring Program

Lake McClenney, Psychologist
Health Services

Luz Navarrette, Counselor
Counseling

Ricardo Navarrette, Dean
Admissions and Records

Bette Noren, Supervisor
Financial Aid

LuAnn Poulsen, Dean of Instruction
Science and Technology

Brenda Serrano, student
Peer Mentoring Program

Carol Smith, Counselor
Rancho Cotate High School

Roger Stone, Biology Teacher
Santa Rosa High School

Jim Tona, Counselor
Santa Rosa High School & SRJC

Stephanie Thompson, Director
Vocational Projects and Services

Jan Tracy, Counselor/Director
Transfer Center

Herman Velásquez, Counselor
Healdsburg High School

Richard Vera, Instructor
Trade Technology

Tom Villalobos, Counselor
Santa Rosa High School

Santa Rosa Junior College VOCATIONAL PROJECTS & SERVICES

January 22, 1993

Dear

You are probably already aware that the Basic Skills & Vocational Studies Department at Santa Rosa Junior College has started a new program this fall: the Peer Mentoring Project. The intent is to provide personalized contact for eighteen to twenty year-old students who are new to the college. The first year will focus on recruiting underrepresented students (of ethnic minority backgrounds or students with disabilities) to become peer mentor trainees. The actual mentoring relationships will begin in the Fall '93 Semester.

Students will learn how to become peer mentors through enrollment in a two-unit Guidance 50 course offered in the Spring '93 Semester. Work experience credits and student employment opportunities will also be available.

The purpose of this letter is to invite you to become a member of the Peer Mentoring Project Advisory Committee. The broad role of the committee will be to review the project objectives and activities, and offer suggestions when necessary. More specifically, project staff will welcome input from members in such areas as recruitment of student peer mentors, training content, high school outreach activities, and strategies for continuing the project.

We will be having two advisory committee meetings during the Spring '93 Semester, and a third one in the Fall '93 Semester. The first one will be a luncheon held on:

Wednesday, January 27th
12:00 noon - 2:00 pm

Enclosed is an agenda and packet containing information about the project.

Please return the enclosed RSVP card by January 15, 1993. I look forward to seeing you on January 27th. In the meantime, I hope you have a very happy holiday!

Sincerely,

Stephanie Thompson
Director, Basic Skills & Vocational Studies Department



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Santa Rosa Junior College VOCATIONAL PROJECTS & SERVICES

Peer Mentoring Advisory Committee Meeting
Wednesday, January 27, 1993
12:00 noon - 2:00 pm
Santa Rosa Junior College Oak Room
Agenda

1. Lunch 12:00 noon - 12:30
2. Welcome & Introductions - Stephanie Thompson
3. Project Overview and Update - Juan González
4. Guidance 50 Report - Karen Kellam, Charlotte Granderson
5. Student Peer Mentor
6. Discussion and Questions- Juan González



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Santa Rosa Junior College VOCATIONAL PROJECTS & SERVICES

# PEER MENTORING ADVISORY COMMITTEE MEETING
## Minutes--January 27, 1993

**Persons attending:**

Luz Navarrette, LuAnn Poulsen, Jan Tracy, Virginia Boswell, Betty Noren, Krista McAtee, Elisa Conti, Kathleen Kraemer, Lake McClenney, Cheryl Hanson, Carol Smith, Ricardo Navarrette, Russ Fuller, Gary Anderson, Greg Granderson, Ted Keys, Deanna Hatter, Charlotte Granderson, Karen Kellam, Susan Aceves, Juan González. and Stephanie Thompson.

Stephanie Thompson welcomed members to the first advisory committee meeting and provided a brief background on the $39,000 grant from the California Community College's Chancellor's Office which is funding the first year of the Peer Mentoring program. This funding expires June 30, 1993. The intent is to increase the enrollment, retention, and success of underrepresented students at SRJC by establishing a peer mentoring program. First year objectives are to train 30 underrepresented students to become peer mentors through enrollment in a Guidance 50 course during the Spring '93 semester. The actual mentoring relationships will take place Fall '93.

Advisory committee members and project staff introduced themselves.

Juan González, Project Coordinator, reviewed project activities to date. First, he outlined the steps taken to recruit and enroll students in Guidance 50, and defined the purpose of the class--to provide instruction in mentoring skills. Second, he described the process of acquiring employment options for potential peer mentors in different campus departments. Juan explained that the importance of the student employment component is that it allows peer mentor trainees to have a greater understanding of campus resources. Lastly, he summarized the program's plans for reaching out to high school students who could benefit from our program.



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Karen Kellam and Charlotte Granderson, Guidance 50 instructors, gave an update on the class. Forty-seven students are currently enrolled, with more than half of ethnic minority backgrounds. Several students in the class have been referred from Disability Resources.

Krista McAtee, mentor trainee, described her extensive mentoring experience at Healdsburg High School. Learning to help other students and developing leadership skills increased her self-confidence. Plans are to invite two additional students to serve on the committee.

The rest of the meeting was a discussion session. **Following are highlights of the comments and suggestions offered by the committee.**

-The program should coordinate with existing SRJC outreach/orientation activites (EOPS, Puente, Scholarship, Guidance 370, Financial Aid). The mentoring program can be a resource for these programs/departments by providing a corps of SRJC students who can interface with high school seniors. High school staff already have to relate to multiple SRJC staff.

-The mentoring program will provide half of the campus tour guides for "Welcome to SRJC--Your Ticket to Success" on Feb.26 (coordinated by Jan Tracy). This all-day event will welcome potential incoming underrepresented high school students.

-Stressed the difficulty of "connecting" with underrepresented high school students; takes several contacts to get the message across.

-Shouldn't assume that all people of color are economically disadvantaged. However, ethnic minority students often feel isolated at SRJC and need support.

-Focus on using mentors to increase *retention* of underrepresented SRJC students, rather than increase enrollment.

-There are plans to expand the mentoring program to serve all students; the focus of this grant-funded first year, however, is to target ethnic minority and disabled students.

-Virginia Boswell suggested that, in the future, all mentors who are interested in working should be referred to departments through the Student Employment Office.

-Need to work out the process of assigning dual budget codes to student mentor employee time sheets, charging 50% to the grant, and 50% to the department. All time sheets must be signed by the supervisor and Peer Mentoring Project staff. Need to orient supervisors soon on how this will work.

-Objective of student employment placements is to expose and educate mentor trainees about the variety of resources available to students; also to provide a financial incentive to participate. It was pointed out that it often takes a long time to fully train student employees (e.g., financial aid regulations are complex and change frequently).

**-A primary obective this semester is to institutionalize the program and ensure its continuation beyond June 30th.** In addition to promoting the program, individual departments who hire peer mentor students benefit because of the students' learned interpersonal skills (also fluency in some cases). When departments request student employees, peer mentors may have preference.

-Need to work out a plan to pay students for mentoring in the Fall '93.

-An element of the grant is to offer small monetary "awards" to mentor trainees for participation in extra-curricular activities (job shadowing, field trips, high school outreach, etc.).

-100 Black Men is interested in exploring how they can interface with the program.

Two additional advisory committee members were suggested: Maryanne Michaels (EOPS Director) and Zoe Forbes (College Skills Secretary).

We will have two more advisory committee meetings before June 30th.

**The next meeting will be in the Oak Room**
**12 to 2 p.m. on Wednesday, March 31.**

Santa Rosa Junior College VOCATIONAL PROJECTS & SERVICES

February 11, 1993

Dear

I am writing to invite you to the second meeting of the Peer Mentoring Advisory Committee. The staff and members of the committee will meet on Wednesday, March 31 from 12 to 2 p.m. in the Oak Room. Enclosed, for your information, are minutes from our first meeting on January 27, 1993.

As you may already know, the Peer Mentoring Program is a pilot project designed to support incoming high school graduates through their first year at SRJC. This spring the first group of potential peer mentors is learning helping skills through a Guidance 50 class. A number of these students will use their skills to offer support and guidance to incoming high school seniors in the Fall '93 semester. The focus of this foundational year is to help students from ethnic minority backgrounds and students with disabilities reach their academic/vocational goals.

The role of the committee is to review the project objectives and activities, and offer suggestions when necessary. More specifically, project staff welcomes input from members in such areas as recruitment of student peer mentors, training content, high school outreach activities, and strategies for continuing the project.

At the end of February, I will forward a formal invitation and agenda for our meeting on March 31. I hope you can join us.

Sincerely,

Susan Aceves
Peer Mentoring Assistant



1501 Mendocino Avenue, Santa Rosa, CA 95401-4395 (707) 527-4766 • FAX (707) 527-4816 • Sonoma County Junior College District

Santa Rosa Junior College VOCATIONAL PROJECTS & SERVICES

# Agenda

Peer Mentoring Advisory Committee Meeting
Wednesday, April 7, 1993*
12:00 noon - 2:00 p.m.
Santa Rosa Junior College Oak Room

1. Lunch 12:00 - 12:30 p.m.
2. Introductions
3. Report from California Association of Peer Programs Conference
4. Reception/awards ceremony
5. Summer Institute
6. Continuation funding
7. Brainstorming sessions in small groups: plans for the Peer Mentoring Program in 93/94

* Note change in meeting date from March 31 to April 7. March 31 conflicted with the California Community College Conference.



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Santa Rosa Junior College VOCATIONAL PROJECTS & SERVICES

PEER MENTORING PROGRAM
Advisory Committee Meeting
Wednesday, April 7, 1993 - 12:00 noon
Oak Room

**MINUTES**

PRESENT: Susan Aceves, Virginia Boswell, Brenda Collins, Elisa Conte, Suzanne Cote, Peggy Floren, Zoe Forbes, Russ Fuller, Juan Gonzalez, Charlotte Granderson, Greg Granderson, Cheryl Hanson, José Hernandez, Rick Iwata, Tanya Jones, Karen Kellam, Kathleen Kraemer, Krista McAtee, Lake McClenney, Maryanne Michaels, Steve Morris, Brenda Serrano, Carol Smith, Stephanie Thompson, Jim Tonna, Jan Tracy, Herman Velasquez

Stephanie Thompson welcomed committee members for the second meeting this year. She explained that this is the first year SRJC has trained students to be peer mentors. We are able to do this through grant funds targeting underrepresented student groups (minorities and disabled).

**California Association of Peer Programs Conference**
Juan Gonzalez reported that he, Susan Aceves, and Krista McAtee attended the Ninth Annual Conference. They attended several workshops and grathered much information. They also brought back several reference books and manuals, which were passed. Some of the books may be used in the class next year. Susan Aceves explained that the number of peer programs at the college level in California is very small. Most programs are at the high school level. Peer Programs at the college level have to deal with the problem of students on different schedules. Juan worked with a group on creating a new association for developing peer programs at the college level.

**Reception/Awards Ceremony**
There is a recognition event planned for May 20 for the Guidance 50 class. Students will receive certificates of completion and pins. Juan is also working on having t-shirts made. He is working with a designer on a logo for the shirts.

**Retreat**
Last Friday, a retreat was held at Westminster Woods. The purpose was to develop bonds between students and to develop the Summer Institute. A lot of good ideas came out of the retreat.

**Guidance 50 Class**
Karen Kellam reported on the Guidance 50 class, which is part of the peer mentor training. Students are from diverse backgrounds and facing a lot of issues. Students with disabilities have added much to the class. Right now they are talking about



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resources. Staff from campus departments and off-campus groups have come in to offer information on particular topics.

**Summer Institute**
The Summer Institute (Guidance 370) is scheduled for June 14-17. At this time peer mentors will be matched with new students incoming from the high schools. Letters have gone out to the high schools informing counselors that students need to register for Guidance 370. Juan asked high school representative when would be a good time to talk to students before the class begins. Herman Velasquez suggested that the week after Spring Break would work well. Stephanie asked if it would be advisable to also talk to parents. There was a discussion on the attitudes of parents, due to finances, which discourage students from seeing college in their future. It was suggested that a flyer in both Spanish and English on financial aid resources be distributed to parents. A discussion then followed on undocumented students and their resources and barriers to financial aid.

Kathleen Kraemer, in response to a question about incoming disabled students, reported that she has contacted the Sonoma County Office of Education and will be in contact with teachers at a Visually Impaired Student Alliance (VISA) meeting. Invitations have also been extended for the Disability Resources Department picnic at Spring Lake on May 15.

Juan asked counselors to meet with him separately from this meeting to come up with information for a flyer for parents and students.

Susan Aceves and Virginia Boswell reported on how peer mentor trainees can be employed to help with the summer institute. They must be enrolled in at least 1/2 unit. They can enroll in Community Involvement and volunteer some hours to quality for the class.

**Continuation Funding**
Stephanie explained that current funding will run out on June 30. A major task is to identify how to institutionalize the program. Steve Morris has been contacted regarding the possibility of Matriculation picking up part of the cost. Also exploring other possibilities. Because of the current budget climate, it's not a good year to be introducing a new program with associated costs. However, this project addresses a number of the educational goals of the institution. In the fall, Karen Kellam and Charlotte Granderson will be teaching a one-unit Guidance 50 course.

**Brainstorming on Program Plans for 93-94**
The following points were brought up during the brainstorm session:

1. Central Location - where students can meet with their mentors - Lake McClenney offered space in her trailer.
2. Clear Role - discussion on training of peer mentors in making referrals, etc.
3. Hired as Peer Mentor - make students and program directors aware of 50/50 relationship.
4. Beginning of Semester - as needed for intervention, set up weekly appointments thereafter.

/sc

# CLASSROOM TRAINING (GUIDANCE 50)

"Vision is the ability to see what others can't see.
The ability to keep your eyes on the good in spite of the circumstances around you."

--Errol Smith, author of All the Right Questions

# Guidance 50:
# Peer Mentoring Syllabus
## Section 5005--Spring 1993

Charlotte Granderson
527-4766
Office: Basic Skills and Vocational Studies

Karen Kellam
527-4682
Office: Counseling Reception Area

## GUIDANCE 50: PEER MENTORING SYLLABUS
## SPRING 1993

**COURSE PURPOSE:** To educate and assist college students in the development of basic skills and competencies for effective peer mentoring. The class supports the belief that peers can have a positive impact on student attitudes toward grades, aspirations, and life goals. Another important aim of the course is to create a learning environment that promotes multi-cultural awareness and sensitivity. Through this we hope to encourage cultural diversity in education, teaching and related professions.

A peer mentor helps incoming students develop a greater understanding of college life and the opportunities it presents. The mentor assists the student in learning the language of the college system and provides support and encouragement during the critical first semester of college. Peer mentors help new students to make friends and to get involved in campus life. In addition, peer mentors make appropriate referrals.

**FORMAT:** The class, consisting of group work, guest speakers, and campus lecture visitations, will be a forum for open discussion and expression of ideas.

**LEARNING OBJECTIVES:**

At the completion of this course you will be able to:

1. Understand the values, attitudes, and belief systems of culturally diverse groups.

2. Both understand and be able to articulate the role and function of the student helper.

3. Understand the concepts implicit in a mentoring relationship.

4. Utilize a model of communication that facilitates listening and understanding.

5. Locate and utilize campus and community resources that assist students.

6. Know and demonstrate the strategies involved in an effective goal-setting and decision-making process.

7. Describe ways you can create a satisfying and successful experience at college.

# Peer Mentoring Course Content

The more you understand yourself, the more capable you are of offering help to others. We will begin Guidance 50 with exercises designed to enhance self-awareness.

## I. Awareness of Self

A. Values, attitudes, beliefs

B. Communication styles, personality and feelings

C. Prejudices: culturally based attitudes and behavior

For peer mentoring relationships to be successful we must learn to listen to each other without judgement, become aware of the needs, feelings, and thoughts of others, and treat them with respect.

Through class discussion and guest speakers we will explore various cultural attitudes and behaviors so that we can understand how others' perceptions may differ from ours, and where they come from or how they came to be.

## II. Awareness of Others

A. Values and belief systems

B. Needs and feelings

C. Prejudice and culturally-based attitudes and behavior

Peer Counseling is essentially communication, sharing and support, and appropriate referral.

## III. Role of peer mentoring on a college campus and Learning and developing helping skills

A. Communication, sharing and support

1. Developing social ease
2. Active listening, empathy and summarizing
3. Questioning skills
4. Sending effective messages and communication stoppers
5. Genuineness
6. Assertiveness
7. Confrontation
8. Problem-solving and decision-making

B. Resource and Referrals
   1. Identifying campus resources
   2. Identifying community resources

C. Special issues of confidentiality and referral
   1. "Red flags"
   2. Personal and family issues
   3. Substance abuse
   4. Peer pressure
   5. Sexuality
   6. Eating Disorders

GUIDANCE 50

JOURNALS

One way to monitor your progress in any course is to keep a journal in which you comment on your grades, your feelings about the course, any problems you are having, and what you are trying to do to solve them. Many people write to learn. By writing about their experiences, they come to a better understanding of themselves and how their behavior affects outcomes. You may also use your journals as a way to communicate with your instructors.

For the purposes of this class you will be required to make a minimum of one entry a week. Journals will be collected every other week.

# GUIDANCE 50
# Cultural Research Assignment

| | | |
|---|---|---|
| **ethnic** | *n.* (14c): | a member of an ethnic group; esp. a member of a minority group who retains the customs, language, or social views of his group. |
| **ethnic** | *adj.* | 1: heathen 2: of or relating to large groups of people classed according to common racial, national, tribal, religious, linguistic, or cultural origin or background |
| **race** | *n.* | 2.a: a family, tribe, people or nation belonging to the same stock.<br>b: a class or kind of people unified by community of interests, habits or breed.<br>c: a division of mankind possessing traits that are transmissible by descent and sufficient to characterize it as a distinct human type. |
| **culture** | *n.* | 5. b. the customary beliefs, social forms, and material traits of a racial, religious, or social group |

"Success in an increasingly diversified 21st century America, necessitates the rethinking of our attitudes toward race."

What is *your* attitude toward race, toward ethnicity, toward cultural differences among people?

What about your racial, ethnic, or cultural background has contributed to your attitudes about race relations? Briefly describe your background.

In what ways does your attitude toward persons of other racial or ethnic groups differ from that of your parents?

Select someone you perceive as culturally different from you and talk with him or her about customary beliefs, family traditions, personal interests, and goals. Find two references in the library that examine this person's ethnic background. Include some of this data in your paper. (List your sources at the bottom of the paper.)

Have any of your prior perceptions of this culture changed?

Briefly discuss commonalities and differences between your perceived culture and the culture you are researching.

Give some thought to the issue of stereotyping. Is it possible to eliminate racial stereotypes?

The paper should be about three typed, double spaced pages in length. All papers should have an introduction, thesis, statement, supporting facts and opinions and a conclusion.

Remember that our goals in Peer Mentoring promote comfortable self-knowledge, empathy with others, critical thinking, and eventual activism (doing something to create positive change).

Guidance 50--Spring 93

## Process Paper for:

**--Job shadowing**
**--Community Service Agency**

Write a one-page statement about your experience observing and/or participating in an educational or community setting/event.

What is the organization's purpose? What are the people involved trying to accomplish? What was your role? Were you active or passive? Do you see ways in which you could contribute to the aims of the group?

What is the dominant impression or feeling you left with?

How responsive and involved were the participants/students?

Is there anything you might have changed in the setting if you could?

Did the experience match your expectations?

What did you learn?

## Reaction Statement for Selected Events:

**--Arts & Lectures,**
**--monthly forums and**
**--Asian Film Festival**

Write a one-page description of the lecture as **you** perceived it. Select what interested you and comment on it. Include the vivid details, what you saw, heard, felt, experienced.

Remember that before you actually begin forming sentences, it can be helpful to list everything that comes to mind about the event. Then try to find a focus or theme, something that will give your statement shape and form.

Ask yourself what is the dominant impression or feeling the lecture evoked in you. Begin with this impression. It makes you aware of a sense of purpose and of something you want to say that helps you begin writing.

You might want to compare and contrast your impressions with something else you have attended.

Did the ideas presented stimulate new ways of thinking about something and/or challenge your values or perceptions? Was it a learning experience, confusing experience, enlightening experience?

**Ideas generated by Guidance 50 class in response to the question:**

**What baises, values and beliefs might hinder us from being helpful to other people in general, those we mentor specifically?**

varying cultural beliefs
*"signaling out 'minorities' "
mirroring fears
lack of eye contact
*"catch 22"
sexuality/gender differences
religion differences
false assumptions
communication:
    profanity
    language differences
    *"including disabilities"
trying to change a person
ordering someone around
hard to be sensitive when you don't believe in what someone else is doing
"know-it-all's"
when acceptance is given but not reciprocated (peer mentors need to feel accepted too.)
"chip on the shoulder" guilt...could also be interpreted as racial pride
paranoia about others' reactions

## Observer's Check List

The observer will assess the skills of both the listener and the speaker. Rate the performance of the communication skills using the scale below. The scale is one to five: one = excellent, two = good, three = fair, four = poor, and five = not at all.

*Scale*

| Person | 1 excellent | 2 good | 3 fair | 4 poor | 5 not at all |
|---|---|---|---|---|---|
| *LISTENER* | | | | | |
| 1. Good eye contact | | | | | |
| 2. Body posture (showed interest) | | | | | |
| 3. Identified the speaker's feelings | | | | | |
| 4. Understood the content of the talk | | | | | |

| | | | | | |
|---|---|---|---|---|---|
| *SPEAKER* | | | | | |
| 1. Good eye contact | | | | | |
| 2. Verbal and nonverbal messages match | | | | | |
| 3. Used "I" statements | | | | | |
| 4. Was clear and specific | | | | | |

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*Comments and Recommendations:*

To improve the listener's skills _____

_____

_____

To improve the speaker's skills _____

_____

_____

As the observer I learned _____

_____

_____

_____

_____

_____

Observer's Name Date

## RESPONDING-TO-VALUES SCALE

**Level One**

Listener ignores values.

Listener judges, agrees, condones, or moralizes about speaker's values.

Listener responds to speaker's values using less specific terms than the speaker uses.

**Level Two**

Listener responds to stated values of speaker mirroring in same or similar words.

Listener is non-judgemental of speaker's values.

Listener responds to speaker's values but not to the feelings associated with them.

**Level Three**

Listener responds to stated values of speaker and checks out other values that may be present but are not clearly stated by speaker.

Listener specifically responds to stated values of speaker.

Listener not only responds to values but also to the feelings tied to them.

**GUIDANCE 370**
**ACTIVITY WORKSHEET #2**
**The Associates Degree Activity**

**You are a peer counselor at Santa Rosa Junior College and a new students asks you the following questions - how do you respond?**

1. What is an Associate Degree?

2. What is the difference between an Associate of Science Degree and an Associate of Arts Degree?

3. How many units does it take to earn an Associate Degree?

4. Do I need an English course to graduate?

5. Will English 355 fulfill the English requirement?

6. I took business math in high school, will this fulfill my math requirement for the Associate Degree?

7. Will History 4.1 fulfill my American Institutions requirement?

8. I am also interested in the electronics tech certificate program. Will these units count toward my Associate Degree?

9. I plan to take Anthro 1 to fulfill my science requirement and Anthro 43 to fulfill my humanities requirement. Is this O.K.?

10. Once I earn my AA Degree, will I be prepared to transfer to CSU, Sacramento?

11. How many units can I take CR/NC toward my Associate Degree?

12. I heard there is a math competency exam I can take, what's it all about?

13. What's a non-degree applicable course?

14. Do I have to finish my Associate Degree in four semesters?

15. Do I have to file any forms or petitions to get my degree? I didn't have to for my high school diploma.

**Disability Awareness** Guidance 50 Kathleen Kraemer

Please answer the following questions as honestly as you can. They are for your use and will not be collected. You may choose to keep them private or choose to share aspects of your answers in an exercise later in the class:

1. What feelings did you experience when you first saw the guest speaker enter the room in a wheel chair? (Please try to be aware of the surface levels of your feelings, and also the deeper, more secret levels.)

2. What **assumptions** do you think you made about the guest when she entered the room, or when you first saw her?
   (.....assumptions about her disability..., ability..., attitude..., life...
   about what she would say and how you would
   react...what would happen here, etc.)

3. What assumptions did you make on the first day of school about some of the students in this class who have disabilities?

4. What do you think is the most significant barrier that the guest speaker in her wheelchair, or a person with a visual, hearing, or learning disability might encounter?

5. Describe what you are experiencing right now as you think about and answer these questions...

6. Formulate two questions that you might want to ask her or another person with a disability (a person who is paralyzed, visually impaired, deaf, has a learning disability or head injury) that would help you better understand or relate to their experience. (Or, ask about something, or some issue that you are very curious about.)

# Angelou's 'On the Pulse of Morning'

## INAUGURAL POEM

This is the poem, "On the Pulse of Morning," that Maya Angelou wrote and delivered at Wednesday's inauguration of Bill Clinton as the 42nd president of the United States.

• • •

A Rock, A River, A Tree
Hosts to species long since departed,
Marked the mastodon.
The dinosaur, who left dry tokens
Of their sojourn here
On our planet floor,
Any broad alarm of their hastening doom
Is lost in the gloom of dust and ages.

But today, the Rock cries out to us, clearly, forcefully,
Come, you may stand upon my
Back and face your distant destiny,
But seek no haven in my shadow.
I will give you no more hiding place down here.

You, created only a little lower than
The angels, have crouched too long in
The bruising darkness,
Have lain too long
Face down in ignorance.
Your mouths spilling words

Armed for slaughter.
The Rock cries out today, you may stand on me,
But do not hide your face.

Across the wall of the world,
A River sings a beautiful song,
Come rest here by my side.

Each of you a bordered country,
Delicate and strangely made proud,
Yet thrusting perpetually under siege.
Your armed struggles for profit
Have left collars of waste upon
My shore, currents of debris upon my breast.
Yet, today I call you to my riverside,
If you will study war no more. Come,
Clad in peace and I will sing the songs
The Creator gave to me when I and the
Tree and the stone were one.
Before cynicism was a bloody sear across your
Brow and when you yet knew you still
Knew nothing.
The River sings and sings on.

There is a true yearning to respond to
The singing River and the wise Rock.
So say the Asian, the Hispanic, the Jew
The African and Native American, the Sioux,
The Catholic, the Muslim, the French, the Greek
The Irish, the Rabbi, the Priest, the Sheikh,
The Gay, the Straight, the Preacher,
The privileged, the homeless, the

Teacher.
They hear. They all hear
The speaking of the Tree.

Today, the first and last of every Tree
Speaks to humankind. Come to me, here beside the River.
Plant yourself beside me, here beside the River.

Each of you, descendant of some passed
On traveller, has been paid for.
You, who gave me my first name, you
Pawnee, Apache and Seneca, you
Cherokee Nation, who rested with me, then
Forced on bloody feet, left me to the employment of
Other seekers — desperate for gain,
Starving for gold.
You, the Turk, the Swede, the German, the Scot ...
You the Ashanti, the Yoruba, the Kru, bought
Sold, stolen, arriving on a nightmare
Praying for a dream.
Here, root yourselves beside me.
I am the Tree planted by the River,
Which will not be moved.
I, the Rock, I the River, I the Tree
I am yours — your Passages have been paid.
Lift up your faces, you have a piercing need
For this bright morning dawning for you.
History, despite its wrenching pain,
Cannot be unlived, and if faced
With courage, need not be lived again.

Lift up your eyes upon
The day breaking for you.
Give birth again
To the dream.

Women, children, men,
Take it into the palms of your hands.
Mold it into the shape of your most
Private need. Sculpt it into
The image of your most public self.
Lift up your hearts
Each new hour holds new chances
For new beginnings.
Do not be wedded forever
To fear, yoked eternally
To brutishness.

The horizon leans forward,
Offering you space to place new steps of change.
Here, on the pulse of this fine day
You may have the courage
To look up and out upon me, the
Rock, the River, the Tree, your country.
No less to Midas than the mendicant.
No less to you now than the mastodon then.

Here on the pulse of this new day
You may have the grace to look up and out
And into your sister's eyes, into
Your brother's face, your country
And say simply
Very simply
With hope
Good morning.

*Distributed by the Associated Press*



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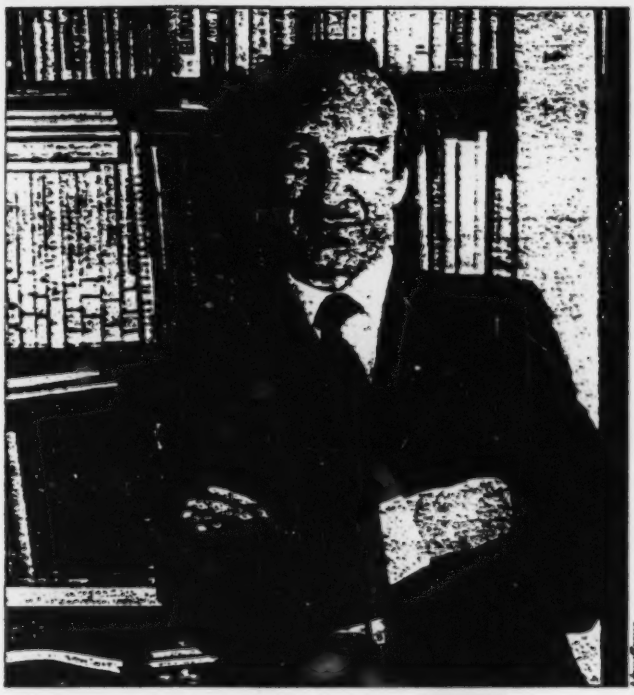
EXAMPLE OF CONTEMPORARY ISSUES COVERED IN CLASS

**A Nobel laureate asks graduates—and the rest of us—to think about what education really means**

# HAVE YOU LEARNED THE MOST

*Elie Wiesel, who won the Nobel Peace Prize in 1986, is currently Professor in the Humanities at Boston University. A native of Transylvania, he was captured by the Nazis at 15 and imprisoned in the Auschwitz and Buchenwald concentration camps, where nearly all his family died. He is the author of some 30 books, including "Night" and his newest, "The Forgotten." Speaking as an American citizen, a writer, a teacher and a witness to history, Wiesel has an urgent message for the graduates who will be entering the world in these uncertain times.*



The author. Knowledge belongs to everyone, he says, irrespective of race, color or creed.

FIRST, I WOULD LIKE TO congratulate you. For you and your parents, the day of your graduation should be marked by joy and celebration. Your years of study and work have brought triumph, which rewards you, honors your teachers and brings pride to your families.

And now you are ready to say farewell to your classmates and face both the privileges and obligations society will feel entitled to place upon you.

How will you cope with them?

May I share with you one of the principles that governs my life? It is the realization that what I receive I must pass on to others. The knowledge that I have acquired must not remain imprisoned in my brain. I owe it to many men and women to do something with it. I feel the need to pay back what was given to me. Call it gratitude.

Isn't this what education is all about?

There is divine beauty in learning, just as there is human beauty in tolerance. To learn means to accept the postulate that life did not begin at my birth. Others have been here before me, and I walk in their footsteps. The books I have read were composed by generations of fathers and sons, mothers and daughters, teachers and disciples. I am the sum total of their experiences, their quests. And so are you.

You and I believe that knowledge belongs to everybody, irrespective of race, color or creed. Plato does not address himself to one ethnic group alone, nor does Shakespeare appeal to one religion only. The teachings of Gandhi and Dr. Martin Luther King Jr. do not apply just to Indians or African-Americans. Like cognitive science, theoretical physics or algebra, the creations and philosophical ideas of the ages are part of our collective heritage and human memory. We all learn from the same masters.

**The real tests are ahead of you. How will you deal with your own or others' hunger, homelessness, antagonism?**

In other words, education must, almost by definition, bring people together, bring generations together.

Education has another consequence.

My young friends, I feel it is my moral duty to warn you against an evil that could jeopardize this generation's extraordinary possibilities. That evil is fanaticism.

True education negates fanaticism.

Literature and fanaticism do not go together. Culture and fanaticism are forever irreconcilable. The fanatic is always against culture, because culture means freedom of spirit and imagination, and the fanatic fears someone else's imagination. In fact, the fanatic who wishes to inspire fear is ultimately doomed to live in fear, always. Fear of the stranger, fear of the other, fear of the other inside him or her.

Fanaticism has many faces: racism, religious bigotry, ethnic hatred. What those faces have in common is an urge to replace words with violence, facts with propaganda, reason with blind impulses, hope with terror.

For a while we might have believed that fanaticism was on its decline. It is not. Quite the contrary, it is on the rise in our cities, in our country and in our world.

In Western Europe—in Germany and France, Belgium and Austria—we are seeing a resurgence of yesterday's demons of fascism and intolerance. In Eastern Europe, ethnic factions are rekindling old conflicts. In the Middle East, deeply held hatreds seem ever on the verge of sparking more raging conflagrations. "It's us against them" has been taken as an essential truth. Strangers are being greeted with animosity almost everywhere.

Let us look at our own country. As this last decade of a century, which is also the last decade of a millennium, runs to its dazzling dénouement, we seem ever more divided. Can't all our citizens—white Americans and African-Americans, Hispanics and Asians, Jews and Christians, Jews and Moslems, young and old—live together, work together and face together their common

BY ELIE WIESEL

VER PHOTOGRAPH BY BOB RASHID/TONY STONE WORLDWIDE





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EXAMPLE OF CONTEMPORARY ISSUES COVERED IN CLASS



# Study: Racism hurts victims academically

**Blacks are most likely to suffer racist experiences, but they apparently cope better than Hispanics or Asians, the study concluded.**

Gannett News Service

Many minority college students feel the sting of racism, and those who do are likely to be impaired by it academically or socially, a new study suggests.

But the effects are not the same for all racial groups, said psychologist Evelyn LeSure of the Claremont Colleges in Southern California. LeSure's survey of 540 students from five U.S. colleges found that blacks are most likely to suffer racist experiences, but they apparently cope better than Hispanics or Asians.

The most frequently experienced form of racism is verbal racial stereotyping, students say. Also troublesome: condescending or racist comments, graffiti and being treated differently from whites in classes. Racism was reported by:

- 70 percent of blacks.
- 51 percent of Hispanics.
- 41 percent of Asians.

For all three minority groups, those who reported racist incidents had poorer social adjustment than classmates with no experiences of racism, but blacks fared best of the three. Racism hampered academic adjustment (grades and satisfaction with classes) only for Asians and Hispanics.

Black students are more homogeneous than the other two minorities, LeSure said.

"They may see each other as very similar and give each other more support. They also may come in expecting more racism," she speculated.

Hispanics are more likely to live in segregated neighborhoods now than a decade ago, so students may be unprepared for prejudice, said Edward Codina of the Hispanic Association of Colleges and Universities.

"It's a shock that people treat you so differently when you get to college," he said. "You may begin to doubt yourself, to wonder if you're capable. . . . Kids have to spend a lot of energy dealing with this anxiety, and it detracts from the energy needed for study."

# Professors pick favorite books for students to read

BUFFALO, N.Y. (AP) — Looking for books a college professor might read? Try "The Joy of Cooking" or "Zen and the Art of Motorcycle Maintenance."

Those are among 48 entries on the University of Buffalo's "Unrequired Reading List," a compilation of the faculty's best-loved books.

"Our mission was not to list the great works of world literature but to help undergrads enjoy reading more," said Peter Gold, associate dean of the university's undergraduate college.

The list was selected by professors from various disciplines. The 48 titles give undergraduates one book to read for each month of their college career.

Novels include Ray Bradbury's "Fahrenheit 451," Ralph Ellison's "Invisible Man," Joseph Heller's "Catch 22," Kurt Vonnegut's "Cat's Cradle" and Katherine Dunn's "Geek Love."

Non-fiction titles include "The Discoverers" by Daniel Boorstin, "Voyage of the Beagle" by Charles Darwin, "The Guns of August" by Barbara Tuchman, "Bury My Heart at Wounded Knee" by Dee Brown and "The Tomb of Tutankhamen" by Howard Carter.

Representing the classics is Mark Twain's "Adventures of Huckleberry Finn."

## DISABILITY RESOURCES DEPARTMENT
### 1993-94 Program Contacts

Department Chair, Elizabeth Carlson ..... 527-4906
Secretary, Betty Smiley ..... 527-4278
ADAPTIVE P. E. ..... 527-4470
ENABLING SERVICES ..... 527-4386
HIGH TECH CENTER ..... 527-4890
LEARNING SKILLS ..... 527-4278
WORKABILITY III ..... 527-4274

**ACQUIRED BRAIN INJURY PROGRAM**

AGEE- BURTON, DEBRA
Speech / Language Specialist ..... 527- 4579
MANN, JENNIFER
Speech / Language Specialist ..... 527- 4580

**ADAPTIVE P.E.**

HASSENZAHL, JOHNNY & BELL, KATHY
Coordinator / Instructor ..... 527-4470

**ENABLING SERVICES**

GRIJALVA,GEORGE
Manager ..... 527-4388
HAYS, SHERRY JO.
Facilitator for Hearing Impaired / Interpreter ..... 527-4487
TDD ..... 528-2442
HOTZ-STEENHOVEN, VIRGINIA
Registration for APE, Adapted Parking Permits ..... 527-4386
KRAEMER, KATHLEEN
Counselor, Enabling Services ..... 527- 4788
VITALI, DOROTHY,
Test taking facilitation and resources for visually impaired

**HIGH TECH CENTER**

WEGMAN, PATIE
Adapted Computer Technology Specialist ..... 527-4890

**LEARNING SKILLS PROGRAM**

REISMAN, CATHERINE
Learning Specialist ..... 527-4279
BERLIN-GROUS, BOB,
Learning Specialist ..... 527-4826
CARLSON, ELIZABETH,
Dept. Chair / Learning Specialist ..... 527-4906
CURRAN, MARYELLEN
Learning Specialist ..... 527-4826
FOUNTAIN, SUSAN
Learning Specialist ..... 527-4755

**WORKABILITY**

CONTI, ELISA
Training, Placement Specialist ..... 527-4274
PETTA, LAURIE
Job Developer ..... 527-4274
VERLING, THEA
VATEA Job counseling & Placement ..... 527-4913

/17/93

# COMMUNITY RESOURCES

## CRISIS AND EMERGENCY

| | |
|---|---|
| Police Emergency | 911 |
| Ambulance | 911 |
| Community Hospital | 576-4000 |
| Poison Control | 1 (800) 523-2222 |
| Police | 528-5222 |
| Sheriff | 1 (415) 479-2311 |
| American Red Cross | 577-7600 |
| Child Protective Services | 527-2246 |
| Help | 544-4357 |
| AIDS/HIV Hotline | 1 (800) 273-2437 |
| Petaluma People Service Center | 765-8480 |
| Rape Crisis Hotline | 545-7273 |
| Psychiatric Emergency Services | 576-4970 |
| YWCA Women's Shelter | 546-1234 |
| FISH | 527-5151 |
| Social Services | 527-2715 |
| Suicide Prevention Hotline | 1 (800) 222-8220 |
| Men Evolving Non-Violently Hotline | 528-2MEN |

## ALCOHOL AND DRUG ABUSE

| | |
|---|---|
| Orenda Center | 528-4141 |
| Alcoholics Anonymous | 544-1300 |
| Unique Place | 527-0412 |
| Narcotics Anonymous | 575-7837 |
| Drug Abuse Alternative Centers | 544-3295 |

## LEGAL ASSISTANCE

| | |
|---|---|
| Sonoma Co. Legal Services Foundation | 546-5297 |
| California Rural Legal Assistance | 528-9941 |
| Operation Getting It Together | 823-8847 |

## DISABLED SERVICES

| | |
|---|---|
| Department of Rehabilitation | 576-2233 |
| Social Security Administration | 1 (800) 234-5772 |
| North Bay Regional Center | 528-6161 |

## MENTAL HEALTH

| | |
|---|---|
| Sonoma County Continuing Care | 573-5000 |
| Sonoma County Mental Health | 576-4900 |
| Psychiatric Emergency Services | 576-4970 |
| People for Economic Opportunity | 544-6911 |

## TRANSPORTATION

| | |
|---|---|
| FISH | 527-5151 |
| Volunteer Wheels | 573-3377 |
| Golden Gate Transit | 544-1323 |
| Santa Rosa Transit | 524-5238 |
| Sonoma County Area Transit | 576-7433 |

## EDUCATION AND EMPLOYMENT

| | |
|---|---|
| California Employment Development Department | 576-2090 |
| Social Services Department | 527-2715 |
| Lewis Adult Education Center | 528-5421 |
| Liberty Personnel Service | 527-1776 |
| Sonoma County Job Training | 523-3300 |
| Santa Rosa Junior College | 527-4011 |
| Sonoma State University | 664-2880 |
| Reentry Office | 664-2444 |
| ROP – Regional Occupational Program | 527-2454 |
| PIC- Private Industry Council | 523-3300 |

## FAMILY SERVICES

| | |
|---|---|
| Catholic Community Services | 528-8712 |
| Community Child Care Council | 544-3077 |
| Family Service Agency | 545-4551 |
| Social Advocates for Youth | 544-3299 |
| Operation Getting It Together | 823-6967 |
| Family Mediation Services | 524-7160 |
| Salvation Army | 542-0998 |

## HEALTH SERVICES

| | |
|---|---|
| Family Planning Center | 544-7526 |
| Women's Choice Clinic | 575-8212 |
| Medical Association | 544-2010 |
| A.I.D.S. Project | 576-4729 |
| Sonoma County People for Economic Opportunity | 544-7526 |
| Public Health Clinical Services | 576-4820 |

## HOUSING

| | |
|---|---|
| Manna Home | 576-1417 |
| Santa Rosa Housing Authority | 524-5465 |
| Share Rentals | 527-3187 |
| Redwood Gospel Mission | 542-4817 |
| Sonoma County Housing and Community Development Commission | 527-3187 |
| YWCA | 546-7115 |

## CLOTHING

| | |
|---|---|
| Salvation Army | 433-7408 |
| Welfare League | 542-7480 |
| American Red Cross | 577-7600 |
| Seventh – Day Adventist Church | 578-8883 |
| St. Vincent De Paul | 762-4278 |

## FOOD AND NUTRITION

| | | | |
|---|---|---|---|
| FISH | 527-5151 | Expanded Food and Nutrition Education Program | 527-2621 |
| Manna Home | 576-1417 | Catholic Community Services | 542-7191 |
| St. Vincent de Paul | 762-4278 | | |

6/92

# CONCURRENT ACTIVITIES

# Santa Rosa Junior College VOCATIONAL PROJECTS & SERVICES

Peer Mentoring—On-Campus Field Work Assignments

The Basic Skills & Vocational Studies Department has been awarded a $39,000 grant from Underrepresented Students Special Project Funds through the California Community Colleges Chancellor's Office to initiate a Peer Mentoring Program at Santa Rosa Junior College.

As one component of the program, Peer Mentor trainees will be scheduled for field work assignments in a variety of offices on campus in order to be exposed to as much information on student services as possible. Grant funding will pay for half the salaries of the trainees. Your department would benefit from 16 hours/week of student worker time and only pay for 8 hours. A student placed in your office would cost your department approximately $600 for the semester. We are working on setting up interdepartmental transfers so that students can be paid from one account. Our department would take care of all paperwork and timesheets for these students.

Trainees will have an opportunity to share the knowledge they gain in your department with other Peer Mentor trainees. We would envision students in these positions in high student contact areas of your department, increasing the visibility of underrepresented students on campus. Here are some possible work senarios for your consideration:

Front desk/reception/telephones
Retention/recruitment/record keeping activities
Job Shadowing (observe a technician/specialist interacting with students)
Special Projects, such as translating forms/flyers into other languages

We would like to place 1-2 students in each of approximately 16 work settings on campus for 4-week periods beginning mid-January 1993. Each student would be assigned to a particular office/department 16 hours per week for a 4-week period and then rotate to another office/department for the next 4-week period. This would give exposure to the various student services to as many trainees as possible. However, scheduling of trainees can be flexible. Let us know what would work for you.

Our department is eager to work with you in setting up a mutually-satisfactory working relationship with our Peer Mentors. Please call if you want to discuss your particular situation:

| | |
|---|---|
| Stephanie Thompson | 4956 |
| Suzanne Cote | 4767 |
| Jane Pearse | 4364 |
| Peer Mentoring Coordinator (on board in October) | 4838 |

1501 Mendocino Avenue, Santa Rosa, CA 95401-4395 (707) 527-4766 • FAX (707) 527-4816 • Sonoma County Junior College District

Santa Rosa Junior College VOCATIONAL PROJECTS & SERVICES

December 8, 1992

Dear

I am writing you to summarize our recent meeting concerning the new Peer Mentoring Program. I've enclosed information sheets for yourself and any of your students that might be interested in the program. I hope this letter will serve as a basic plan for the role your department will have in creating peer mentors who are knowledgeable about campus resources.

During our meeting I requested your assistance in the placement of one or more peer mentor trainees in your department. You stated that your department can hire one student to work at the information window during the Spring Semester. You informed us that this position requires a minimum of ten hours per week. The project covers 50% of the wages that a student employee receives. You also indicated that your department can accomodate at least one student in a job-shadowing situation.

Please share the enclosed information sheets with your current student workers and encourage them to contact me if they are interested in the project, as I am currently in the process of referring potential peer mentor trainees to various student employment assignments.

Once again, thank you for your time and commitment to our program.

Sincerely,

Juan A. González
Peer Mentoring Project Coordinator

1501 Mendocino Avenue, Santa Rosa, CA 95401-4395 (707) 527-4766 • FAX (707) 527-4816 • Sonoma County Junior College District

CONTRACT FOR THE FOLLOWING DEPARTMENTS:
ESL, Counseling, Financial Aid, Staff Development, College Skills, Bookstore

Santa Rosa Junior College VOCATIONAL PROJECTS & SERVICES

**PEER MENTORING PROGRAM**

**STUDENT EMPLOYMENT CONTRACT**

As part of the training for students involved in the Peer Mentoring Program, the _____ Department has agreed to hire _____. The starting work date for the student is: _____. The student employee's current hourly rate will be _____. (Optional: On _____, the student will have worked over two hundred hours, so her/his hourly rate will increase to _____.) The student will work a maximum of _____ hours during the Spring '93 Semester. The total wages this student will earn during the Spring '93 Semester is estimated to be _____. Of this amount, the Peer Mentoring Project will pay fifty percent, a total contribution of _____. The hiring department will pay the remaining fifty percent. The duration of this agreement is from January 15, 1993 to June 30, 1993.

_____

Peer Mentoring Project Coordinator Date

_____

Supervisor Date

1501 Mendocino Avenue, Santa Rosa, CA 95401-4395 (707) 527-4766 • FAX (707) 527-4816 • Sonoma County Junior College District

Santa Rosa Junior College VOCATIONAL PROJECTS & SERVICES

January 11, 1993

Dear

I have just received a copy of the class roster for Guidance 50 taught by Charlotte Granderson and Karen Kellam. Because you are on that list, I wanted to let you know about the new Peer Mentoring Program. This program is a way for students to put their new mentoring skills to use in the fall of '93.

Those students who become peer mentors through our program will be offering guidance and encouragement to new high school graduates from Healdsburg, Cotati, and Santa Rosa who will be attending the Santa Rosa Junior College for the first time.

To augment the skills and concepts taught in Guidance 50, the program offers peer mentor trainees the option of employment or paid training in various student service departments. Enclosed you will find a current listing of opportunities forthose students who make a commitment to be available for peer mentoring in the fall of 1993.

Helping someone out in this way can be a very rewarding learning experience. To find out more about becoming a peer mentor, please read the enclosed information sheet. If the program sounds interesting to you, please call me or the coordinator, Juan González, at the phone numbers listed on the information sheet. We will be happy to meet with you and answer your questions. I hope you are enjoying the rest of your vacation fully.

Sincerely,

Susan Aceves
Peer Mentoring Program Assistant

1501 Mendocino Avenue, Santa Rosa, CA 95401-4395 (707) 527-4766 • FAX (707) 527-4816 • Sonoma County Junior College District

January 8, 1992

# The Latest

Employment and Job-Shadowing Update
for Peer Mentor Trainees

As you have already learned, optional employment and paid training is one aspect of becoming a peer mentor. If you want to learn more about campus resources and have some extra time in your schedule, please take a look at the job openings and job-shadowing situations listed below. Job-shadowing situations are paid and require the trainee to observe and assist an employee already working within a department.

**Immediate openings:**
(We may already have informed you of these jobs by phone.)

English Department--one position: reception, clerical assistance, mail.

Bookstore--one position: greeting customers and answering their questions.

Counseling Department--one or two positions: reception, typing (no need to type really fast). **The ability to remain calm in a stressful and hectic work environment is a requirement.** Some computer experience is desired. They are looking for someone who is available Tuesday and Thursday mornings.

Admissions and Records--one position at information window, minimum of ten hours per week.

Assessment Department--One position working for Assessment and ESL: reception and other assistance. Another position at Assessment only, between fifteen and twenty hours per week.

**Other openings:**

Admissions and Records--One job-shadowing situation.

Information Desk/Accounting Department--many job-shadowing situations two weeks long.

Bookstore--several job-shadowing situations four to eight weeks long.

College Skills/Tutorial Center--One position: receptionist. Many tutoring positions available.

Disability Resources--One position: reception. Another position in High-Technology Center: requires computer literacy. At least one job-shadowing situation available.

Financial Aid--One position working for Financial Aid and ESL: Board of Governor's Grant advising and other assistance.

Health Services--One position open to College Work Study recipient: ten to twenty hours per week, must be available Wednesdays, 4 to 5 p.m.

Scholarship Office--One job-shadowing situation for entire semester.

Transfer Center/Career Center--Four job-shadowing situations four weeks long, five hours at Transfer Center and five hours at Career Center per week.

# PEER MENTORING ACTIVITY LIST

The purpose of the activity component of the Peer Mentoring Program is to provide peer mentors with further training. The objectives are to gain knowledge about campus and community resources, and to enhance intercultural awareness. At the end of the semester awards will be presented based on your level of participation.

**I. Complete a minimum of 2 activities from any combination of categories A, B, C and D:**

A. Job Shadowing (Minimum of 1 hr.) : Observe staff at one or more of the following campus departments, and write a one-page process paper (will be graded).

a. Disability Resources
b. Transfer/Career Center
c. Bookstore
d. Admissions & Records
e. Information Desk
f. ESL Program (Mondays 12:00 -1:00 ESL House)

B. Community Service Agency Visit (Minimum of 1 hr.) : Write a one-page process paper (will be graded).

a. Community Clinic
b. Substance Abuse Center (Orenda Center, DAAC)
c. Disability Organization
d. Youth Organization
e. Other

C. Selected Events (Minimum of 1 hr.) : Attend and write a one-page reaction paper on the event (will be graded).

a. Monthly Forums
b. Arts & Lectures
c. Asian Film Festival

D. Outreach Activities (about 2 hrs.) : Accompanying SRJC counselors in:

a. High School Presentations (Counseling, Financial Aid, Scholarship, EOPS, and ESL)
b. Parent Nights
c. Guidance 370: College Orientation
d. Campus Tours

**II. We hope all students can participate in both of the following activities:**

F. Field Trip to UC Davis (will include visit to The House, a peer counseling service)

E. Class Retreat (will include planning for Summer Institute with high school seniors/incoming SRJC students

# PEER MENTORING ACTIVITY LOG

| | DATE | TIME | ACTIVITY |
|---|---|---|---|
| 1. | | | |
| 2. | | | |
| 3. | | | |
| 4. | | | |
| 5. | | | |
| 6. | | | |
| 7. | | | |
| 8. | | | |
| 9. | | | |
| 10. | | | |
| 11. | | | |
| 12. | | | |
| 13. | | | |
| 14. | | | |
| 15. | | | |

DATE:_____ SIGNATURE_____

# SAVE THESE DATES!

## Guidance 50/Peer Mentoring Special Events

**Forums (remember, forums are an opportunity for us to exchange ideas and get to know one another better):**
3/23, 3:30-5 p.m. 4/20, 3:30-5 p.m. 5/12, 12 to 1:30 p.m.
All forums will be in Baker Hall 1801.

**Retreat:**
April 2 from 10 a.m. to 3 p.m. for retreat at Westminster Woods near Occidental. Allow 1 hour each way for transportation. Leave at 9 a.m. and return 4-5 p.m. Purpose of retreat is to spend some time together and have fun while "brainstorming" ideas for the Summer Institute. Transportation and lunch provided.

**Davis Field Trip:**
April 26 from 8 a.m. to about 4 p.m. Bus will leave promptly at 8 a.m. Bring money for lunch in Davis.

**Awards Ceremony and Reception (please arrange to attend!):**
May 20, from 2 to 4 p.m. at the Student Lounge. Please talk to Charlotte, Karen or Peer Mentoring staff if you have a serious schedule conflict.

**Summer Institute with High School Seniors:**
June 14 to 17. Tentative hours are Monday to Thursday, 9 a.m. to 12:30 p.m. and 1-3 p.m. Pizza party on Thursday from 3-5p.m.

__ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __

**Please detach and return this section to Charlotte, Karen or Peer Mentoring staff by Monday, March 22**

Name_____

Yes, I will attend the following events (check appropriate spaces):

**Forums** _____ 3/23, 3:30-5 p.m. _____4/20, 3:30-5 p.m. _____ 5/12, 12-1:30 p.m

**Retreat** _____

**Davis Field Trip** _____

**Awards Ceremony and Reception** _____

**Summer Institute** _____Yes _____ No _____ Maybe

To: Students attending retreat
From: Susan Aceves
Re: Excused absence letters and lunch menu

Dear Student,

Below, please list any classes you will be missing due your participation at the Peer Mentoring Retreat on April 2. I will mail excused absence letters to the appropriate instructors. Also, indicate your preference from the list of croissant sandwiches. Sandwich comes with a small serving of potato salad and a couple of pieces of fruit. Soft drinks will also be available.

Your name: _____

**A.) I will be missing the following classes on Friday, April 2:**

1. _____
   Class Instructor Dept.

2. _____
   Class Instructor Dept.

3. _____
   Class Instructor Dept.

4. _____
   Class Instructor Dept.

5. _____
   Class Instructor Dept.

**B.) Menu of croissant sandwiches.** Let us know if you don't want the cheese in sandwiches #1,4 or 5. Choose one from the following list: 1.) turkey & cheese, 2.) chicken salad, 3.) avocado, sprouts & tomato, 4.) roast beef with cheese, 5.) ham & cheese, 6.) egg salad, 7.) tuna salad.

Sandwich preference:

_____

**PLEASE RETURN TO ME NO LATER THAN WEDNESDAY, MARCH 31, AT THE END OF CLASS. IF YOUR DOG EATS THE FORM, CALL ME AT 527-4838. THANKS!**

To: All students who might or definitely will work at our Summer Institute

From: Susan and Juan

Re: How to prepare yourself for student employment at Summer Institute

Even if you are just *interested* in working during the Summer Institute, please plan to attend **one** of the debriefing sessions listed below. The purpose of these sessions is to guide you through paperwork required by the college.

If you are definitely not able to make either of the two sessions, please call me or Juan at 527-4838 to make an individual appointment. Thank-you!

**Session #1: May 11 at 1 to 2 p.m.**
**Session #2 : May 12 at 12 to 1 p.m.**

To: All Guidance 50students

From: Susan and Juan

Re: Student Acitivity Logs

All students who have filled out your activity logs completely, please give them Susan at the end of class.

Students who are yet to accompany Juan to a highschool or have planned another activity that will happen in the future, fill out the activity log with the future activity listed.

Students who need another day or two to complete their activity logs, there is still time to do so. Please put them in Charlotte's box *before* 5 p.m. this Friday, May 7.

For those students who kindly volunteered at Day Under the Oaks, Thank-you for your time, energy and spirit. Please do not list paid participation at the Summer Institute on your log. If you are still unsure about what to list on your activity log, please ask one of us after class or call us as soon as you possibly can.

**Turning you completed activity log will ensure our ability to begin the award process**

To: Students attending U.C. Davis Fieldtrip
From: Susan Aceves
Re: Itinerary and excused absence letters

Dear Student,

**The fieldtrip to U.C. Davis is fast approaching!**

Next Monday, we will learn about peer advising and counseling services, and meet some of the students involved in those services. We will also see Chicana poster art and get a taste of a university that many SRJC students transfer to. Bring about $5 for lunch in the campus coffeehouse. Transportation by bus is provided.

**URGENT!**
**Please list any classes you will be missing, due your participation in the U.C. Davis fieldtrip, on the attached page right now. I will collect it at the end of today's class. Thank-you!**

**ITINERARY**

**8 a.m.**-- departure at Elliot Avenue side of cafeteria

**Approximately 10 a.m.**-- arrival at Memorial Union, 2nd Floor

**10:00-10:30 a.m.**-- welcome & introduction with George Singh, Director of Chicano Studies

**10:30 a.m.**-- Dennis Beardsley, Director of Advising Services, talks about academic peer advising services

**11:00 a.m.**-- Rich Nivel, student coordinator of The First Resort

**11:30 a.m.**-- Ed Paul, clinical psychologist, talks about personal advising and referrals at The House.

**12:00-1:00 p.m.**-- lunch at the campus coffeehouse. Be sure to bring about $5.

**1:00-1:45 p.m.**-- tour of The House

**1:45-2:00 p.m.**-- walk to the Silo, where bus will be waiting for us.

Notes from Brainstorm Session
Ideas for Summer Institute
Retreat at Westminster Woods
April 2, 1992

**GOALS OF THE SUMMER INSTITUTE**

1. Students learn the college system
2. Address special needs (single-parenting, ESL, learning challenges, etc.)
3. Students have a positive experience at college
4. Personal survival skills and time management techniques
5. Welcoming and socializing with mentees
6. Matching mentors with mentees

Learning the College System (goal 1 and 3)
Tour
Classes to take for AA/transfer
What classes for General Education requirements?

- Core classes: which classes to take, and in what order to take them
- Repeat/no repeat classes
- Units related to G.P.A.
- "Fun units"
- Counselor ≠ GOD!
- Get to know your teachers before and while taking a class
- Don't be afraid to ask questions. "If you don't know the answer, it's never a stupid question."
- Let teacher(s) know about any learning challenges you have *before* class begins, to see if they are accommodating and understanding.
- Don't be intimidated by teachers and don't be afraid to drop classes.
- Don't take "hard core" classes in the summer, unless you are an excellent student in that field!
- "Hands-on" in Transfer and Career Center (Bussman Hall)!
- Learn differences between colleges--state, private, U.C., C.S.U., business, etc.--what they expect *before* and *while* you are there!
- Don't be afraid to speak to people--make friends!

Problem-solving (goal 1 and 2)
Finances:

- financial aid, scholarship
- S.A.O.
- E.O.P.S. Enabling Services
- Vocational Rehabilitation

Grievances & harassment:

- student grievance policy
- student services, personal

Special need accessability:

- clubs & organizations
- Enabling Services
- E.O.P.S

Problem-solving con't (goal 1 and 2)

Testing for special need groups:
- Disabilities: Enabling Services
- Dyslexia: Learning Services
- Language barriers:
  Tutorial
  E.O.P.S.

Dealing with hidden disabilities (visual, dyslexia, language barrier, ethnic barrier, and others):
- Enabling Services
- Learning Services
- Committees & Clubs like D.A.C. & V.I.S.A.
- Vocational Rehabilitation
- Tutorial
- E.O.P.S.

Distinguish between highschool and college (goal 3)
Myth and reality: "In and out in 2 years"--B.S.!
Go at your own pace
Do you know why you're here or where you're going?

Goals can change, so be flexible (goal 3)

Have fun (goals 3 and 4)
Don't overextend yourself
Balance the psychological, physical and academic aspects of your life

Ice Breakers (goal 5)
Welcome Activities
- High energy
- Positive
- Empathy and personal interaction--eg. Everyone tells her/his name and 3 interests or facts about themselves.
- Trustbuilding 1._____
  2._____
  3._____

Creating smaller groups (goal 5 and 6)
Find out what our strengths as peer mentors are, so we can sub-divide into groups.
Commonality with mentees--special interests
Break down of multi-cultural groups in SRJC

Design a questionnaire (goal 6)
Can be used to create smaller groups of mentees.
Mentors facilitate the small groups.
Can match mentors and mentees who have complementary skills and needs:

| Mentor | Mentee |
|---|---|
| a. language ability | a. |
| b. working in a certain department | b. |
| c. where students are coming from (life experience | c. |
| d. Favorite subjects | d. |
| e. Sports, music, hobbies | e. |

Matching mentors wih mentees by: (goal 2 and 6)

- same ethnic background -- culture
- special needs
- interests, hobbies
- academic interests
- special skills
  --singing/dancing
  --write/draw
  --working on cars
- Special needs:
  a. Do you have any physical challenges?
  b. Do you have any children?
  c. financial need
    - job
    - day care
    - housing
    - medical

*Santa Rosa Junior College*
*Basic Skills and Vocational Studies*

invites you to attend a reception
honoring
*our new Student Peer Mentors*
on
Thursday, May 20, 1993
Doyle Student Lounge
Santa Rosa Junior College
2:30 p.m. to 4:00 p.m.

R.S.V.P. by May 7, 1993, ext. 4838

# Santa Rosa Junior College

## CERTIFICATE OF COMPLETION

This is to certify that _____

has completed a course in PEER MENTORING

Spring 1993

Certified by:

_____ _____

Instructors

_____

Program Coordinator

# RECRUITMENT OF STUDENT MENTEES

Santa Rosa Junior College VOCATIONAL PROJECTS & SERVICES

December 10, 1992

Dear

Enclosed you will find several copies of an information sheet that describes our new peer mentoring program. I have included a copy on white paper so that you can xerox it if necessary.

Juan González enjoyed meeting with you last Thursday (December 9). If you have any questions, please call him at 527-4838 between 12:30 and 4:30 p.m. You can also leave a message with me at 527-4364 between 8 a.m. and 5 p.m. We appreciate your participation in this project.

Sincerely,

Susan Aceves
Peer Mentoring Assistant



1501 Mendocino Avenue, Santa Rosa, CA 95401-4395 (707) 527-4766 • FAX (707) 527-4816 • Sonoma County Junior College District

# PEER MENTORS AT THE SANTA ROSA JUNIOR COLLEGE: FRIENDS THAT HELP YOU FEEL AT HOME

Are you thinking about going to college, but wonder if it would be too difficult? Or too expensive? Maybe you've seen how big most college campuses are, and think you would feel lost and unimportant there, like a little fish in a BIG SEA.

What if you don't know anyone at the local college? Sometimes it's hard to talk to counselors and other adults who haven't known the unique pressures you're going through...they seem to be in a different stage of life.

The peer mentors of Santa Rosa Junior College want you to know that the questions and concerns you have about college are normal, but they shouldn't stop you from giving college "the old college try."

Peer mentors are just a little older than you. They come from a variety of ethnic backgrounds and personal circumstances. Some have children, some have a disability; some live on their own, others with their families. They've been trained to help you resolve your personal and academic problems. Best of all, they're friendly, approachable, and know how to listen! They won't preach or say "I told you so!"

We would like to invite you to take part in this program. We'll start off by holding a "Summer Institute" (welcoming and orientation event) June 14 through June 17. The purpose of this event is to make you feel more at home at the Santa Rosa Junior College. There will be multi-cultural speakers, informative presentations, and social activities. You'll get acquainted with the peer mentors and find out which one will be *your* personal mentor. Plus, you'll get all the information you need about our college.

You will be receiving more information about the Summer Institute soon. Hope to see you there!

## MENTORES EN EL SANTA ROSA JUNIOR COLLEGE: AMISTADES QUE TE HARAN SENTIRSE EN TU CASA

¿Estas pensando en ir a alguna Universidad, pero piensas que talvez sera muy dificil? ¿O muy caro? Talvez has visto que grandes son las universidades, y piensas que te perderas, como un pez pequeño en un gran mar.

¿Que pasa si no conoces a nadie en la universidad local? En veces es dificil hablar con los consejeros y con otros adultos quienes no conocen las presiones unicas que tu tienes . . . ellos estan en otras etapas de la vida.

Los mentores de el Santa Rosa Junior College quieren que tu sepas que las preguntas y las preocupaciones que tu tienes acerca de las universidades son normales, pero que estas no deberian de detenerte a ir a la universidad.

Los mentores son como ti, solo un poquito mayor. Vienen de una variedad de grupos etnicos y niveles socio-economicos. Algunos tienen hijos, otros tienen desabilidades; algunos viven solos, otros con sus familias. Ellos han sido entrenados especialmente para ayudarte a resolver problemas academicos o personales. ¡Lo mejor es que son amistosos, accesibles, y saben como escuchar! No te regañaran o te diran: "¡Te lo dije!"

Nos gustaria invitarlos a que sean parte de este programa. Empezaremos en el verano con un evento de orientación y de vienvenida, esto sera de 14 de Junio al 17 de Junio. El proposito de este evento es para hacerles sentirse mas a gusto en el Santa Rosa Junior College. Habran oradores multi-culturales, presentaciones informativas, y actividades sociales. Conoceras a los mentores y encontraras el mentor para ti. Ademas, reciviras toda la información que necesites para nuestro 'College'.

Reciviras mas información acerca del evento del verano pronto. ¡Hay nos vemos!

Santa Rosa Junior College VOCATIONAL PROJECTS & SERVICES

Wednesday, March 31, 1993

Dear

The purpose of this letter is to let you know that the Summer Institute, which is planned for June 14 through 17, will include a Guidance 370 course in the morning. Therefore, students who are planning to participate in the Summer Institute do not need to sign up for a Guidance 370 course this spring.

Also, thank you for providing us with a list of seniors whom you feel would benefit from a peer mentoring relationship at SRJC during the Fall '93 Semester. As we discussed earlier, I will be calling you to arrange visits in April or May during which I and a small group of peer mentor trainees can introduce ourselves, familiarize the seniors with our program, and provide information about the Summer Institute.

Thank you for your assistance.

Sincerely,

Juan González
Peer Mentoring Coordinator



1501 Mendocino Avenue, Santa Rosa, CA 95401-4395 (707) 527-4766 • FAX (707) 527-4816 • Sonoma County Junior College District

# ARE YOU NEW TO SRJC?

*UNSURE WHAT TO EXPECT FROM COLLEGE?*

*FEELING OVERWHELMED AND ISOLATED?*

*LOST?*

*WANT TO TALK TO SOMEONE WHO UNDERSTANDS?*

## THE SRJC PEER MENTORS ARE HERE FOR YOU!!!!

*A PEER MENTOR IS*

*A STUDENT WHO HAS EXPERIENCED THE CHALLENGES OF BEING IN COLLEGE*

*A STUDENT WHO HAS BEEN TRAINED IN LISTENING SKILLS AND CROSSCULTURAL COMMUNICATION*

*A STUDENT WHO CAN ASSIST YOU IN LOCATING A WIDE VARIETY OF CAMPUS RESOURCES AND SPECIAL SERVICES*

*A STUDENT WHO WANTS TO HELP YOU SUCCEED IN COLLEGE*

## IF YOU WOULD LIKE A PEER MENTOR .....

**CONTACT JUAN GONZALEZ, PEER MENTORING COORDINATOR**
**527-4955 OR 527-4766**

**OFFICE: 2496 BECH TEMPORARIES. HOURS: MONDAY-WEDNESDAY 8:00 AM TO 5:00 PM.**

# ¿ERES UN ESTUDIANTE NUEVO EN EL SRJC?

*¿NO SABES LO QUE TE ESPERA EN COLLEGE?*

*¿TE SIENTES SOLO Y ATAREADO?*

*¿TE SIENTES PERDIDO?*

*¿QUIERES HABLAR CON ALGUIEN QUE ENTIENDA TU SITUACION?*

## ¡¡¡¡¡LOS MENTORES DEL SRJC ESTAN AQUI PARA AYUDARTE!!!!!

*UN MENTOR ES*

*UN ESTUDIANTE QUE TIENE LA EXPERIENCIA DE LAS DIFICULTADES DE ESTAR EN COLLEGE*

*UN ESTUDIANTE QUE HA SIDO ENTRENADO EN ABILIDADES DE ESCUCHAR Y DE COMUNICACION INTRACULTURAL*

*UN ESTUDIANTE QUE PUEDE ASISTIRTE EN LOCALIZAR LA GRAN VARIEDAD DE RECURSOS ESCOLARES Y SERVICIOS ESPECIALES*

*UN ESTUDIANTE QUE QUIERE AYUDARTE A TENER EXITO EN COLLEGE*

SI TU QUIERES UN MENTOR .....

**COMUNICATE CON JUAN GONZALEZ, COORDINADOR DE MENTORES**
**527-4955 O 527-4766**

**OFICINA: 2496 EDIFICIOS TEMPORARIOS DE BECH.**
**HORARIO: DE LUNES A MIERCOLES, 8:00AM A 5:00PM.**

# THE SANTA ROSA JUNIOR COLLEGE PEER MENTORS WELCOME YOU!!!!

*IF YOU ARE INTERESTED IN SPEAKING WITH A STUDENT PEER MENTOR COME TO ONE OF OUR INFORMATION SESSIONS*

WHERE: PLOVER LIBRARY, ROOM #1

WHEN: TUESDAY SEPTEMBER 7, 12:30PM TO 1:30PM
WEDNESDAY SEPTEMBER 8, 1:00PM TO 2:00PM
THURSDAY SEPTEMBER 9, 11:00PM TO 12:00PM

FOR MORE INFORMATION CONTACT JUAN GONZALEZ, PEER MENTORING PROGRAM COORDINATOR, AT 527-4955 OR 527-4766

# ¡¡¡¡LOS MENTORES DEL SANTA ROSA JUNIOR COLLEGE LES DAN LA BIENVENIDA!!!!

*SI ESTA INTERESADO EN PLATICAR CON*
*UN ESTUDIANTE MENTOR*
*VENGA A UNA DE NUESTRAS PRESENTACIONES INFORMATIVAS*

DONDE: BIBLIOTECA PLOVER, CUARTO #1

CUANDO: MARTES SEPTIEMBRE 7, DE 12:30PM A 1:30PM
MIERCOLES SEPTIEMBRE 8, DE 1:00PM A 2:00PM
JUEVES SEPTIEMBRE 9, DE 11:00PM A 12:00PM

PARA MAS INFORMACION LLAME A JUAN GONZALEZ, COORDINADOR DE EL PROGRAMA DE MENTORES,
AL NUMERO 527-4955 O 527-4766

The OAK LEAF
Santa Rosa Junior College, Santa Rosa, CA Volume 90, Issue One September 2, 1993

# Peer Mentoring program takes flight

Amy Dickinson *staff writer*

"It's been a great experience getting involved with this program," says peer mentor Lonnie Winfield. "I have a reading disability and the college has helped me with that and this is my chance to give back", Winfield added.

Winfield is involved in a pilot project known as "the peer mentor project", that assists new students in getting acquainted with SRJC. In essence, peer mentoring is students helping students orient themselves on campus. The program is also targeting the assistance of both under-represented students and students with disabilities.

*"They just get chewed up in the educational system."*

*Juan Gonzales, Peer Mentoring Coordinator*

Juan Gonzalez, the peer mentoring coordinator stated that there is a high rate of minority dropouts, "They just get chewed up in the educational system", he noted.

The grant for the peer mentor project was co-written last year by director of vocational services and projects, Stephanie Thompson, as well as guidance counselors Karen Kellam and Charlotte Granderson.

Last semester, all the prospective peer mentors went through interviews and enrolled in Guidance 50, a class that increases multi-cultural sensitivity to put students on an equitable footing. Currently, there are 40 peer mentors and 14 mentees.

Interested students may call Juan Gonzalez at 527-4955 or 527-4766.

The peer mentor program will be giving presentations in room 1 of Plover library on Tuesday, 12:30 to 1:30 p.m., Wednesday 1 to 2 p.m. and Thursday 11 a.m. to 12 p.m.. They will also have a booth in the Coop next week.

# BEAR FACTS

Tuesday

September 14th, 1993

Are you new to SRJC?
Unsure what to expect from College?
Feeling overwhelmed and isolated?
THE SRJC PEER MENTORS ARE HERE FOR YOU!!!

If you would like to speak to a student who has experienced the challenges of being in college and who can assist you in locating a wide variety of campus resources.....please contact Juan Gonzalez, Peer Mentoring Coordinator at 527-4955 or 527-4838. Office: 2496 Bech Temporaries, Hours: Mon. thru Wed. 8am-5pm

# EVALUATION

PEER MENTORING PROGRAM
Evaluation Questionnaire

1) What was your overall experience with the program? Positive/ Negative? _____

_____

_____

_____

2) Do you feel the information and skills that you gained during the Spring '93 Semester Guidance 50 class prepare you adequately to interact with other students?_____

_____

_____

_____

_____

Please rate from 1 to 10 the activities you participated in. With 1 being most useful to 10 being least useful in your training.

a. Student employment _____
b. Field trips _____
c. Campus tours _____
d. Panel discussions _____
e. Guest speakers in classes _____
f. Retreat _____
g. Forums _____
h. High school presentations _____
i. Cultural events _____
j. Recognition Event _____

3) Please share an interaction you had with another student as a peer mentor? _____

_____

_____

_____

4) Was there anything that you feel the Guidance 50 class lacked? Any issues that were not addressed? _____

_____

_____

_____

_____

5) What was the best aspect of the program for you? _____

_____

_____

_____

6) What was the worst aspect of the program for you? _____

_____

_____

_____

7) Describe one thing that the program taught you that you feel you will use in later life? _____

_____

_____

_____

8) What is your evaluation of the program staff? _____

_____

_____

_____

9) If you were designing a peer mentoring program, how would it be different from this program?_____

_____

_____

_____

10) Any other comments? _____

_____

_____

_____